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# MASTER THE™ CLEP®

# COLLEGE COMPOSITION EXAM

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The Test Prep You Need to Pass the CLEP®

## College Composition Exam

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- **Tips, strategies, and advice** from veteran educators and test-prep experts
- **Key terms, sample questions, and other resources** to support your exam prep

MASTER THE™ CLEP®

# College Composition Exam

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# Before You Begin

## OVERVIEW

- Why You Should Use This Book
- How This Book Is Organized
- Peterson's Publications
- Give Us Your Feedback

## WHY YOU SHOULD USE THIS BOOK

Peterson's *Master the™ CLEP® College Composition Exam* is designed by test experts and educators to fully prepare you for test-day success. This helpful guide includes the following:

- **Essential test information:** We take the stress out of planning for a CLEP exam by providing all the information you'll need to know before the big day in one place—including how to register, where to go, and what to bring on the day of the exam.
- **Comprehensive coverage of the exam format:** After using this book, you'll know the structure and format of the CLEP College Composition exam from start to finish.
- **Expert tips, advice, and strategies:** Our test-prep professionals are veteran educators who know what it takes to prepare well for CLEP exams—you'll get expert tools and strategies that have proven to be effective on exam day, giving you the confidence to get the credit you deserve. Consider this your inside edge as you jump-start your education or career advancement journey.
- **Test topic review:** You'll get a review of the concepts presented in each exam domain and advice on creating an effective study plan for reaching your goal score. Not only will there be no surprises on test day, but you'll also have the confidence that comes with being thoroughly prepared.
- **Diagnostic and practice tests to support your study plan:** Take a diagnostic test to help you determine your strengths and weaknesses

and target your study time effectively. Then, build your confidence with Readiness Check reviews and Test Yourself practice questions at the end of each chapter. When you're close to test day, take the practice test to gauge your progress and determine what to study in your final review.

Peterson's *Master the™ CLEP® College Composition Exam* is an excellent review tool to prepare you for the exam, but it is not designed to teach you the subjects covered on the exam—all CLEP exams are intended for students who have at least some working knowledge of a topic rather than those who are complete beginners. Before signing up to take any CLEP exam, be sure to review the appropriate "Resource Guide and Sample Questions" PDF on the College Board CLEP website (**https://clep.collegeboard.org**) to verify your familiarity with the subjects and terminology presented in the outline. That said, if you are new to the topic of English composition and nonetheless want to try to pass the exam, this book can serve as a great overview of the topics you'll need to dive into deeper as you prepare.

We know that doing well on the CLEP exam is important, and we're here to help you through every step of your journey. Consider this book your test-prep compass—it will guide you through preparing for your CLEP exam and get you started earning your well-deserved college credits.

## HOW THIS BOOK IS ORGANIZED

Peterson's *Master the™ CLEP® College Composition Exam* provides information about the exam, tips and strategies for exam day, a diagnostic test, subject matter review, and a practice test.

- **CLEP exam overview:** Chapter 1 tells you all you need to know about CLEP exams. You'll learn about the purpose of the exams, how to register, what to do on test day, and more. We've also included a specific breakdown of what you can expect to see on the CLEP College Composition exam.
- **Tips and strategies:** Chapter 2 covers a variety of study strategies and test-taking tips. We encourage you to look over this chapter periodically throughout your study to remind yourself of these tips and strategies.
- **Diagnostic test:** The diagnostic test (Chapter 3) consists of 50 multiple-choice questions and 2 essay questions, followed by an answer key and detailed answer explanations. This test is designed to measure your current knowledge.

- **Diagnostic test evaluation:** These scoring charts, examples, and instructions are designed to help you identify the areas you need to focus on based on your test results and serve as the starting point as you build a study plan to achieve your target score.
- **Composition content review:** Each of the six content review chapters (Chapters 4–9) centers on one of the main scoring categories of the CLEP College Composition exam, providing a general overview of important English composition subjects, topics, and terminology.
- **Key terms:** The **bold key terms** throughout identify composition-specific concepts and terminology. If a term is unfamiliar, look up how it is used in the context of language arts and composition and add it to your study list.
- **Readiness Checks:** Readiness Checks near the end of each content review chapter (Chapters 4–9) feature questions about key concepts that you need to understand about each category of composition. While these don't cover every single question that might come up, they are a useful way to evaluate your knowledge about the main topic.
- **Test Yourself practice questions:** The Test Yourself sections at the end of each content review chapter (Chapters 4–8) consist of five practice questions from the composition category covered in that chapter. In Chapter 9, the Test Yourself section consists of practice essay prompts. Use the Test Yourself sections alongside the Readiness Checks to evaluate your knowledge.
- **Practice test:** The practice test (Chapter 10) consists of 50 multiple-choice questions and two essay questions, followed by an answer key and detailed answer explanations. This test is designed to measure your progress after studying, but you can take it whenever it suits your study needs.

We recommend starting with the test overview in Chapter 1 and the tips and strategies in Chapter 2. Then, move on to the diagnostic test in Chapter 3. The full-length diagnostic test is designed to help you figure out what you already know and what you need to study. It contains 50 multiple-choice questions and 2 essay questions like the ones found on the CLEP exam, and it should provide you with a good idea of what to expect and how much you need to study before the official exam.

Once you take the diagnostic test (Chapter 3), check your answers to see how you did. Read the brief answer explanations to see why a specific

answer is correct and, in many cases, why other options are incorrect. Use the scoring and evaluation charts to identify the categories of questions you missed so that you can spend your study time reviewing the information that will help you the most. As with any exam, knowing your strengths and areas for improvement greatly improves your chances of success. The sections following the diagnostic test will help you evaluate your results and create a study plan tailored to your specific needs.

Each of the six content review chapters (Chapters 4–9) addresses one of the five categories covered in the CLEP College Composition exam: conventions of Standard Written English, revision skills, ability to use source materials, rhetorical analysis, and the essay section (covered in both Chapters 8 and 9). Each of these chapters summarizes the category or categories covered and various relevant subtopics. As you read these chapters, some of the information may be familiar, but take note of anything unfamiliar so that you can adequately prepare to understand the concepts as well as someone who has completed a semester-long course in college composition.

After studying the topics covered on the exam, you should be ready to take the practice test (Chapter 10). Revisit Chapter 2 after you review the content chapters to remind yourself of the tips and strategies you want to use. We recommend taking the practice test toward the end of your studying to see how much you've improved since the diagnostic test and to identify any areas you may need to prioritize during your final review. The practice test consists of 50 multiple-choice questions (the same length as the full CLEP College Composition exam) that reflect the distribution of question types and categories in the official exam and two essay questions. Be sure to read the answer explanations following the test for additional information and details, even if you answered a question correctly. For additional test prep, including more full-length practice tests as well as videos and interactives to support your study, visit **www.petersons.com/testprep/product/clep-practice-tests-college-composition**.

> The CLEP College Composition Modular exam consists of 90 questions, but the 50-question tests in this book reflect the distribution of question types and categories in the official exam.

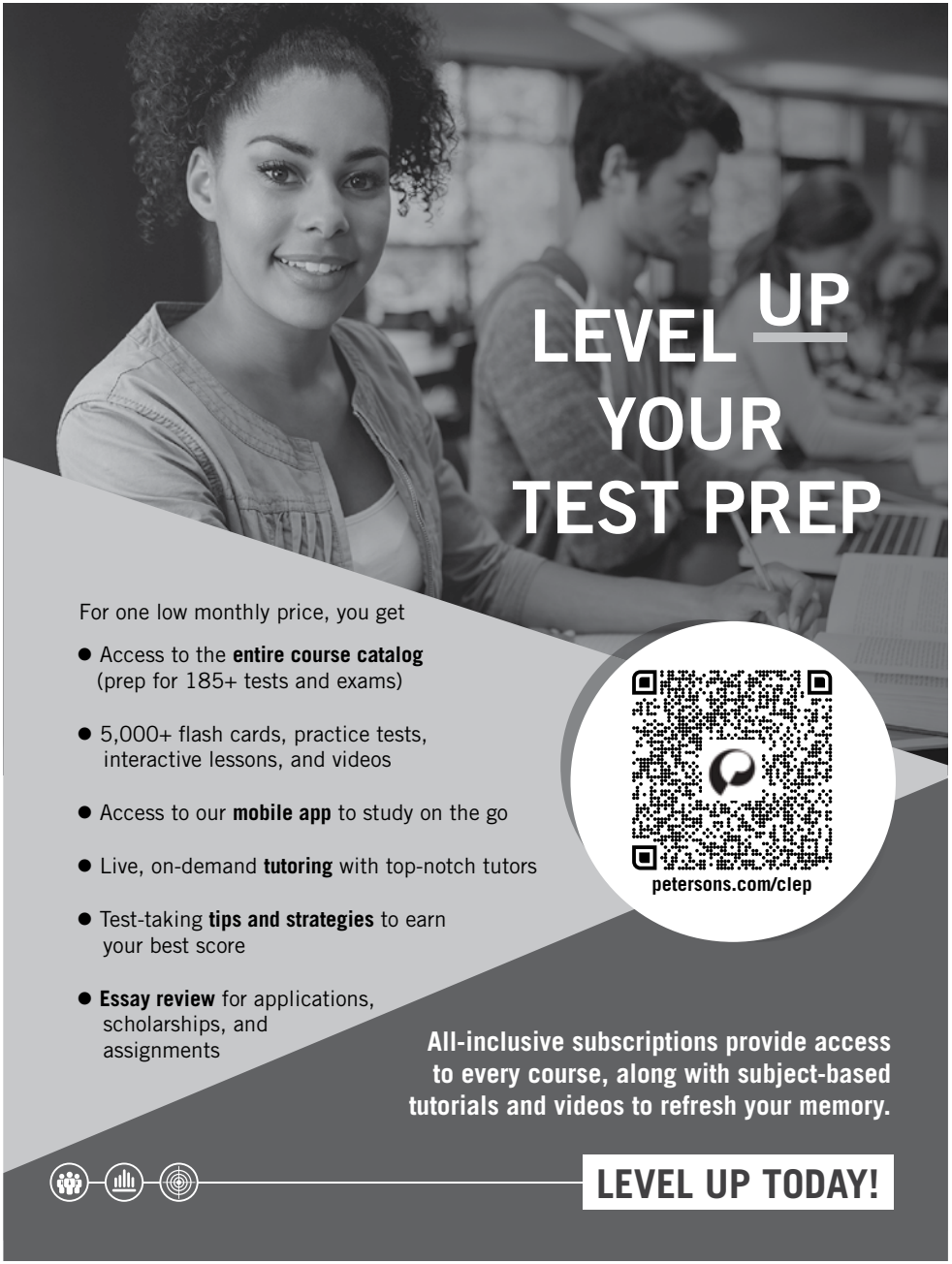
## PETERSON'S PUBLICATIONS

Peterson's publishes a full line of books—career preparation, education exploration, test prep, study skills, and financial aid. You'll find Peterson's titles available for purchase at major retailers or online at **www.petersons.com**. Sign up for one of our online subscription plans and you'll have access to our entire test-prep catalog of more than 150 exams plus instructional videos, flash cards, interactive quizzes, and more! Our subscription plans allow you to study at your own pace.

## GIVE US YOUR FEEDBACK

Peterson's publications can be found at your local bookstores and libraries, high school guidance offices, college libraries and career centers, and at **www.petersonsbooks.com**. Peterson's books are now also available as e-books.

We welcome any comments or suggestions you may have—your feedback will help us make educational dreams possible for you and others like you.

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**LEVEL UP TODAY!**

Chapter 1

# All about the CLEP College Composition Exam

## OVERVIEW

- What Is CLEP?
- Why Take a CLEP Exam?
- How Does CLEP Work?
- CLEP Test Centers
- How to Register for a CLEP Exam
- How to Prepare for a CLEP Exam
- Test Day
- College Composition Exam Overview

## WHAT IS CLEP?

The College-Level Examination Program (CLEP) provides an opportunity for people to earn college credit for what they have learned outside of a traditional classroom. Accepted or administered at more than 2,900 colleges and universities nationwide and approved by the American Council on Education (ACE), CLEP allows people to use their existing knowledge to fast-track their educational and professional goals.

## WHY TAKE A CLEP EXAM?

CLEP is designed to address the fact that some individuals enrolling in college have already learned part of what is taught in college courses through job training, independent reading and study, noncredit adult courses, and advanced high school courses. CLEP provides these individuals a chance to show their mastery of college-level material by taking exams that assess their knowledge and skills.

CLEP is available to people in all stages:

- Adult learners
- College students
- Military service members
- Nontraditional students

Many adult learners pursuing college degrees face unique circumstances, including demanding work schedules, family responsibilities, tight budgets, and other constraints. Yet many adult learners also have years of valuable educational and work experience that could be applied toward a degree. CLEP exams allow adult learners to capitalize on their prior learning and move forward with more advanced coursework.

CLEP exams also benefit students who are currently enrolled in or are about to enroll in a college or university. With tuition costs on the rise, most students face financial challenges. The fee for a CLEP exam starts at $93 (plus any administrative fees of the testing facility)—significantly less than the average cost of a 3-hour college course. Students can maximize tuition savings by taking CLEP exams to earn college credit for introductory or mandatory coursework. With a passing score on a CLEP exam, students can move on to higher-level coursework in that subject, take desired electives, or focus on courses in a chosen major. Additionally, many nontraditional students find that CLEP exams allow them to determine their own learning pace.

Including tuition and fees, the average cost of 1 college credit hour for students in 2023–2024 was

- $166 at two-year public in-district schools,
- $469 at four-year public in-state colleges,
- $1,215 at four-year public out-of-state colleges, and
- $1,731 at four-year private nonprofit colleges.

Source: Jennifer Ma and Matea Pender, *Trends in College Pricing and Student Aid 2023* (New York: College Board, 2023), https://research.collegeboard.org/media/pdf/Trends%20Report%202023%20Updated.pdf.

Members of the armed services can initiate their post-military careers by taking CLEP exams in the areas in which they have experience. As an additional incentive, CLEP exams are funded for active military personnel through the Defense Activity for Non-Traditional Education Support (DANTES) program.

A variety of savings and benefits are available to help military service members, eligible spouses, and civil service employees reach their education goals:

- **Funded exam fees:** Eligible first-time test takers will have their exam fees funded by DANTES.
- **Waived administration fees:** Eligible test takers will have their administration fees waived at DANTES-funded test centers and all on-base military test centers.
- **Free examination guides:** Eligible test takers who register for a CLEP exam will receive a free CLEP exam guide through DANTES.

Finally, the CLEP program helps many students who might otherwise feel like college is out of their reach because of the time, money, or effort required to earn the necessary credits for a degree. CLEP exams take two hours or less to complete. With good preparation, a test taker could earn credit for multiple college courses in a single weekend.

## HOW DOES CLEP WORK?

CLEP offers 34 exams that cover material related to specific introductory-level college courses in history, social science, English composition, literature, natural science, mathematics, business, humanities, and world languages. Visit **https://clep.collegeboard.org/clep-exams** to explore the full catalog of exams.

Given the wide variety of subjects, it is important to know which colleges and universities offer credit for CLEP exams. It is likely that a college or university in your area offers credit, but you should confirm by contacting the school before you take an exam. Then review the list of CLEP exams to determine which ones are most relevant to the degree you are seeking and to your knowledge base.

Once you've confirmed that your school offers credit for CLEP exams, you can request that a copy of your score report be sent from the College Board to the school you attend or plan to attend. The school will evaluate your score and determine whether to award you credit for or exempt you from the relevant course.

If the school awards you credit, the number of credits you have earned (ranging from 3 to 9, depending on the test subject) are recorded on your permanent record, indicating that you completed work equivalent to a course in that subject. If the school grants you an exemption to the course without credit, you'll be allowed to replace that course with one of your choice.

If you don't score enough points on the exam to earn credit from your school, take heart. You can retake the exam three months after the initial exam date. Even after paying the fee again, you'll still come out ahead in terms of time, money, and credit when you pass the exam.

## CLEP TEST CENTERS

You can find CLEP testing locations at community colleges and universities across the country. Contact your local college or university to find out if the school administers CLEP exams or visit **https://clep.collegeboard.org/find-a-test-center-and-schedule-your-test** to find a convenient location. Keep in mind that some colleges and universities administer CLEP exams only to enrolled students or waive administration fees for military service members whose exam fees are funded by DANTES. CLEP testing is also available to service members at military installations around the world.

**CLEP Exams with Remote Proctoring**

Test takers have the option to take CLEP exams at home with remote proctoring. Remote-proctored CLEP exams have the same timing, content, format, and on-screen experience as those administered at a test center. For registration and eligibility details, go to **https://clep.collegeboard.org/about-remote-proctoring/take-clep-exam-remote-proctoring.**

## HOW TO REGISTER FOR A CLEP EXAM

Follow these steps to register for a CLEP exam:

1. Sign in to My Account at **https://prod.idp.collegeboard.org** to choose your exam and the school(s) you want to receive your scores. (Test takers may send score reports to two institutions for free when they register. There is a $20 fee per score report for each additional institution.)
2. Pay for your exam(s).
3. Print your registration ticket.
4. Schedule your exam at your preferred test center. Write the test center address, contact information, and exam appointment details in the spaces provided on your ticket. Bring the ticket with you on test day.

**Registering for a CLEP exam and scheduling it with a test center are separate steps.**

Register, pay the fee, and print your ticket for the exam through the College Board website. Contact a test center directly to schedule the exam.

## HOW TO PREPARE FOR A CLEP EXAM

Even if you are knowledgeable in a certain subject, you should still prepare for the exam to ensure that you achieve the highest score possible. The first step in studying for a CLEP exam is to find out what will be on the specific exam you have chosen. Test takers can find information regarding exam content in the individual CLEP exam's resource guide, accessed at **https://clep.collegeboard.org/clep-exams**. Each resource guide outlines the topics covered on the exam, as well as the approximate percentage of questions on each topic. Each resource guide also provides numerous sample questions like those you'll see on test day so you can get a basic sense of what to expect. Test questions are multiple choice with one correct answer choice and four incorrect answer choices.

In addition to the breakdown of assessed topics and sample questions, the resource guide also lists CLEP-recommended reference materials. If you do not own the recommended books, check college bookstores. Avoid paying high prices for new textbooks by looking online for used textbooks. Don't panic if you can't locate a specific textbook listed on the fact sheet; the textbooks are merely recommendations. Search for comparable books used in university courses on the subject. Using current editions is ideal and using at least two different references when studying for a CLEP exam is a good idea. The subject matter provided in this book will offer a sufficient review for most test takers, but if you determine that you need additional information as you read this book, finding a few other references is recommended.

The resource guide also includes information about the number of credit hours that ACE has recommended be awarded by colleges for a passing CLEP exam score. However, not all colleges and universities adhere to the ACE recommendations for CLEP credit hours. Some institutions require higher exam scores than the minimum scores recommended by ACE.

This book is your one-stop pocket guide to all the things you'll need to know for the exam. Each chapter provides an overview of one of the scoring categories, and **bold terms** throughout the book will identify the most important things you'll need to know. Use these terms to keep track of words and names that are likely to be on the exam and to guide any additional study you may need to do as you learn what the exam will include.

## TEST DAY

Once you've reviewed the material and taken practice tests, you'll be ready to take your CLEP exam. Follow these tips for a successful test day experience.

1. **Arrive on time.** Not only is it courteous to arrive on time at the CLEP test center, but it also gives you plenty of time to take care of check-in procedures and settle into your surroundings.
2. **Bring proper identification.** CLEP testing facilities require that test takers bring a valid government-issued identification card with a current photo and signature. The first and last name on your ID must match the name on your registration ticket.
    - Acceptable forms of identification include a current driver's license, passport, military identification card, or state-issued identification card. Individuals who fail to bring proper identification will not be allowed to take the exam. For a detailed list of acceptable identification, visit **https://clep.collegeboard.org/test-day/what-to-bring-on-test-day**.
    - Military test takers should bring their Geneva Conventions Identification Card. For more information on IDs for active-duty service members, spouses, and civil service employees, visit **https://clep.collegeboard.org/clep-military-benefits**.
3. **Bring the items you will need.** Be sure to have the following items with you:
    - A valid registration ticket printed from the My Account registration portal
    - Any required test center registration forms or printouts (Be sure to fill out all the necessary paperwork before test day!)
    - Any additional administration fees (Each test center charges an additional fee and sets its own policy for payment.)

4. **Leave prohibited items at home.** These items are *not* allowed at the test center:
    - Electronic devices including smartphones, cell phones, mobile digital devices (e.g., iPad devices or tablets), cameras, headphones, smartwatches, and fitness bands
    - Reading material, textbooks, reference materials (including dictionaries and other study aids), scratch paper, and any other outside notes
    - Personal calculators (Calculators are integrated into the CLEP exam software where necessary.)
5. **Take the test.** During the exam, take the time to read each question and answer choice carefully. Eliminate the choices you know are incorrect to narrow down the number of potential answers. If a question completely stumps you, take an educated guess and move on to make the most of the time you have for the exam.

## COLLEGE COMPOSITION EXAM OVERVIEW

The CLEP College Composition exam assesses your proficiency in writing skills taught in a standard first-year college composition course. Skills assessed include analysis, argumentation, synthesis, usage, ability to recognize logical development, and research.

According to the College Board (**https://clep.collegeboard.org/clep-exams/college-composition**), you must be able to demonstrate your

- knowledge of the fundamental principles of rhetoric and composition,
- ability to apply Standard Written English principles, and
- familiarity with research and reference skills.

The exam includes two essays that are graded by the College Board. The first essay requires test takers to respond in agreement or disagreement to the prompt statement. The second essay requires test takers to build and support an argument using and properly citing two sources provided with the prompt.

The 125-minute (2 hours, 5 minutes) exam allots 55 minutes to answer 50 multiple-choice questions and 70 minutes to write the two essays. Some of the multiple-choice questions are pretest questions that will not be scored.

**The CLEP College Modular Exam**

The CLEP College Composition Modular exam is a 90-question, 95-minute exam also available from the College Board. The content and skills tested in the College Composition Modular exam mirror those evaluated in the College Composition exam, but its length and exclusively multiple-choice question format allow a more comprehensive, indirect evaluation of test takers' skills. Before making your selection, be sure to check which of these exams is the better option credit-wise for your institution of choice.

The exam divides the multiple-choice questions into four categories. These are the categories and subcategories and their relative weights on the exam as listed on the College Board website:

## Conventions of Standard Written English (10%)

- Syntax (parallelism, coordination, subordination)
- Sentence boundaries (comma splices, run-ons, sentence fragments)
- Recognition of correct sentences
- Concord/agreement (pronoun reference, case shift and number; subject-verb; verb tense)
- Diction
- Modifiers
- Idiom
- Active/passive voice
- Lack of subject in modifying word group
- Logical comparison
- Logical agreement
- Punctuation

## Revision Skills (40%)

- Organization
- Evaluation of evidence
- Awareness of audience, tone, and purpose
- Level of detail
- Coherence between sentences and paragraphs
- Sentence variety and structure
- Main ideas, thesis statements, and topic sentences
- Rhetorical effects and emphasis

- Use of language
- Evaluation of author's authority and appeal
- Evaluation of reasoning
- Consistency of point of view
- Transitions
- Sentence-level errors primarily relating to the conventions of Standard Written English

## Ability to Use Source Materials (25%)

- Use of reference materials
- Evaluation of sources
- Integration of resource material
- Documentation of sources (including, but not limited to, MLA, APA, and Chicago manuals of style)

## Rhetorical Analysis (25%)

- Appeals
- Tone
- Organization/structure
- Rhetorical effects
- Use of language
- Evaluation of evidence

## The Essays

The essay portion of the College Composition exam comprises two mandatory essays and is designed to evaluate test takers' abilities in argumentation; analysis; synthesis; and clear, effective writing. Both essays must be composed on the computer; the first essay must be completed in 30 minutes, the second in 40 minutes.

- **First essay:** Test takers must compose an essay expressing their level of agreement or disagreement with the given statement. Their stance must be supported with precise rationales and examples drawn from written material or their own observations and experiences.
- **Second essay:** Test takers must compose a unified essay considering two provided sources and construct a coherent and validated argument that integrates elements from both sources. It is imperative to cite the sources, either by summarizing or directly quoting. Each reference to a source must include identifying information such as the author's surname, the title, or another adequate identifier.

### AMERICAN COUNCIL ON EDUCATION CREDIT RECOMMENDATIONS

| | |
|---|---|
| **Subject:** College Composition | **Subject:** College Composition Modular |
| **Credit Hours:** 6 | **Credit Hours:** 3 |
| **Minimum Score:** 50 | **Minimum Score:** 50 |

Source: American Council on Education. "College Board's College-Level Examination Program." https://www.acenet.edu/National-Guide.

Note: Each institution may set its own credit-granting policy, which may differ from the ACE recommendations.

Chapter 2

# Study Strategies and Test-Taking Tips

## OVERVIEW

- Study Strategies
- Mindset Strategies
- Test-Taking Tips

Having knowledge of the subject is paramount if you want to do well on a CLEP exam, but there are also ways to improve your chances of achieving a high score. This chapter will cover some study strategies, mindset strategies, and test-taking tips that can help with timed testing generally and with preparing for your CLEP College Composition exam using this book. Once you've reviewed the advice in this chapter, use the diagnostic test in Chapter 3 to evaluate your current skills and make a study plan.

## STUDY STRATEGIES

There are myriad ways to approach studying for a CLEP exam. You've made a smart first step by purchasing this book or, perhaps, by signing up for more comprehensive study assistance at **www.petersons.com**. That said, learning the material is only part of the equation since you also need to be able to recall information in a high-pressure, timed testing environment. Being able to recall information when you need it is generally the result of effective studying and repetition. Use the following strategies to help you make the most of the significant effort you'll put into studying for your CLEP exam.

### General Strategies

- **Don't wait until the last minute—start early!** Come up with a reasonable study plan and calendar early in your test-prep process and

stick to it. Having a study plan allows you to make sure you understand the exam, evaluate what components you need to work on, and have plenty of time to review what you know and learn anything new.

- **Spread out your study sessions over time.** Most people are better served by several shorter study sessions spread out over time than by lengthy cram sessions. It takes time to move things you learn into long-term memory, and the more time you give yourself to learn and review different concepts, the better you'll be able to recall them on test day. Because your brain needs time to process what it learns, spreading out your studying across multiple sessions is the best way to retain what you've learned.
- **Study regularly.** People need to return regularly to information they have learned to ensure that they remember it, so learners who complete periodic reviews of what they've learned can better retain the information. Studying regularly leading up to your exam is the best way to do this—it is far more effective than cramming, which offers few opportunities to practice recalling information, or studying sporadically, which leaves gaps during which you may forget what you've learned.
- **Study intensely rather than passively.** There is a documented relationship between stress and performance. Low-stress and high-stress situations both tend to affect performance negatively. However, there is a sweet spot: the right amount of pressure and intensity can improve performance, especially when learning. To study efficiently, you are best served by short, intense intervals. Languidly skimming over notes for hours on end will do significantly less than an hour of intentional active retrieval combined with paraphrasing, mind mapping new concepts, or answering timed practice questions.
- **Develop active learning practices.** Active learning involves planning, monitoring, and reflecting on your learning process. Here are some tips for active learning:
    - Plan out your work time.
    - Read carefully and strategically.
    - Take notes in some form.
    - Assess your progress regularly.
    - Spread out your study time.
    - Keep a regular schedule.
    - Create something while studying.
    - Use metacognition techniques (such as reflective questions) to think about what you've learned so far and how you learned it.

- **Eliminate distractions.** Humans can multitask, but not very well—your divided attention is often the weakest of your attentive modes. To truly focus on the task of learning, you need to be able to isolate what you're trying to learn from other stimuli so that what you learn can register properly. One of the most significant distractors for many (but not all) people is language, whether the lyrics of a song or the dialogue of a TV show playing in the background. If your brain struggles to filter out other voices, remove yourself from environments with lots of noise and leave your phone in another room so you won't be distracted. Remember that you don't need to do this for long periods of time since your studying is more productive in intense bursts (an hour at a time) rather than in long, drawn-out cram sessions.
- **Encode new information meaningfully.** Memory always involves a process called encoding, wherein information moves from your senses to storage for later use. There are several tricks and tips for getting information to stick around, but one of the most effective ways is elaborative encoding. When you make information meaningful to you by connecting it to your own life and interests, it is easier for your brain to store that information for later use. For example, if you think about a real-life situation relevant to your own experiences that relates to the concept you are learning, you are more likely to remember it because you've encoded it in a way that holds meaning for you.
- **Divide tasks and information into chunks.** This technique can help anyone but is especially helpful for those who have trouble focusing. Divide topics into smaller chunks of information rather than large blocks so you can deal with one chunk at a time. Resources (like this book) have organizational structures that may or may not suit your learning objectives. A chapter may cover a wide array of topics too extensive for your studying load on a given day or may not align with what you are trying to learn. In that situation, try focusing on one section, chart, or exercise at a time. Use different study strategies for different chunks of information so you don't feel overwhelmed. Reorganize resources in your notes and study materials based on relationships you see, not necessarily on what the resource prescribes. Consider what you can cover in the time you have for a given study session and focus only on that information.
- **Vary topics and weave them together as you learn.** Alternate between topics while you study rather than dedicating large portions of time to a single topic. This strategy applies to both what you review and self-quiz in your notes as well as to practice questions. While you're at it, look for connections between different topics. How does

understanding one idea help you approach another? How do different concepts relate to each other? Reflecting on these connections as you study helps solidify concepts in your mind.

- **Create new materials as you study.** To retain and understand information, you need to both be able to recall it and be able to apply it. Exposure to information in different forms and in different ways helps your brain process what you're learning, but doing something with the information you're trying to learn really helps. Often, taking practice tests is one of the best ways to study, but mixing your methods before you get to the practice test can have positive results. You can try a variety of methods:
  - Create something using new information you acquire (e.g., write your own practice questions or tests).
  - Develop a visual aid that helps you make sense of new information.
  - Use different sensory modes—auditory, visual, or physical—to study.
  - Seek out additional resources to expand your research and understanding.
  - Create materials that help you engage in repetitive learning (e.g., make flash cards).
- **Assess your retention and understanding regularly.** Periodically check in with yourself and look for ways to test or elaborate on what you've learned so far. Find ways to assess your retention and understanding of new concepts using practice questions and tests or by trying to explain the concepts as if you were teaching them to someone else. Reflect on which categories and topics you have learned well and which may still need some improvement.
- **Review and summarize what you learned at the end of each study session.** This form of metacognition helps you make the most of your study time. By reflecting on what you learned and your thought processes and by summarizing new information, you are encoding that new information so you can recall it later. If you can't summarize a concept you've just studied, devote more time to it in a future study session.

## Strategies for Using This Book

In addition to using the general study strategies, there are some specific ways you can use this book to help you prepare for your CLEP College Composition exam.

- **Use the Readiness Check and Test Yourself sections to help you assess your retention and understanding of new concepts.** Use these sections at the end of each content chapter to practice evaluating what you have learned and take note of what you need to review further. Use the practice essay prompts in Chapter 9 to help you prepare for the essay section.
- **Use the bold terms throughout this book to guide your study.** Each time you encounter a bold term in one of the content review chapters, use the opportunity to assess your knowledge. For each bolded term you encounter, ask yourself the following questions:
  - Is this term completely new to me or have I heard it before?
  - If I've heard the term before, in what contexts have I heard it used?
  - Can I define the term in my own words based on what I know or have read?
  - What contextual information surrounds the term that can help me make sense of why it's important to the study of language and composition?
  - Do I need to do further research to understand why this term is important?
  - Could there be a specific definition of this word that relates to composition skills?
- **Do additional outside research while you read this book.** This book attempts to cover the general information that any test taker needs to know for the CLEP College Composition exam, but no single book can be a complete substitute for a full course. Use this book to help you figure out what you know and what you need to learn, then dive deeper if a topic seems unfamiliar. Visit your local library to find resources or talk to knowledgeable librarians who can help you find information on topics that are new to you or that you don't fully understand.
- **Consider field-specific terminology when reviewing key terms and doing outside research.** In any field, specific terms are used in contexts that would be immediately recognizable to scholars of that subject but not necessarily to outsiders. In writing, many familiar terms like *appeal*, *parallel,* and *style* have contextual definitions that relate to grammar and the way language is used. Don't assume you know what a term means because you've seen it before; instead, try and figure out how writers use it. Add search terms like *grammar* or *rhetoric* to find field-specific uses of a term when searching online.

- **Use this book to guide your discussions with people who have taken a college composition course.** If you know someone who has taken a course or the CLEP exam, ask them about topics that are unfamiliar to you and about topics they encountered most frequently. They will likely have insights that can help you and may even have materials you can borrow (such as class notes or old textbooks) as you study and do outside research.

## MINDSET STRATEGIES

No matter which CLEP exam you take, maximizing the efficiency of your study time and approaching the test with the proper mindset can make a big difference in your performance.

### Manage Your Time

While CLEP exams have rather forgiving time constraints compared with other standardized tests, time management is still a key issue and having the right mindset about it is important. A timed test does not have to cause anxiety or make you feel rushed—plan ahead so you feel confident about how you will manage your time. For the CLEP College Composition exam, test takers have 55 minutes to answer 50 multiple-choice questions—this means that you should aim to answer each question in about a minute. Many questions will be easy to answer and will take less time, leaving you more deliberation time for harder questions. Aim to eliminate the answer choices you know are incorrect and make your best guess if you find yourself spending more than a minute or so on a question. Look for ways to save yourself time and move through the test efficiently without sacrificing accuracy. You will have 30 minutes to write the first essay and 40 minutes to read the two sources and write the second essay. Refer to Chapter 8 for tips on how to manage your time when writing a timed essay.

### Practice Testing Conditions

Test takers don't always think about the conditions under which they'll be testing on exam day, but the more you can mimic those conditions in practice, the more comfortable you'll be when you take your test. The diagnostic and practice tests in this book provide structure and time limits that can help re-create those conditions, but you may also want to consider your environment when you take the tests—try to mimic a testing

environment and limit distractions that won't be present on the day you take the CLEP exam. By deliberately practicing testing under similar conditions, you will be practicing the mindset you want to have during the CLEP exam.

### Evaluate the Stakes

You should approach the CLEP exam with careful consideration of what is at stake for you. For example, if you must pass the exam to graduate or enter a program with prerequisites, the stakes are probably higher for you than for someone taking it on a whim to bypass an expensive elective course. Higher stakes do not mean you must have a higher level of anxiety—assessing what is at stake should help you determine the appropriate amount of time and effort to devote to preparation. Depending on your circumstances, you may be able to take the exam multiple times, but each attempt requires time and energy, so make the most of your opportunity. During the exam, you can remind yourself of how well you prepared for your goal.

### Build Confidence

Your goal is to be as certain as possible about the correct answer when you answer a question. Numerous strategies can help you feel confident about your knowledge—many of which are in this book—but you need to know what they are and practice them. The good news is that as you become more adept at using these strategies, you will also become more confident in your ability to perform well on your exam. Confidence correlates positively with test performance, and building confidence is a valuable part of your test preparation.

## TEST-TAKING TIPS

To maximize your performance on test day, there are several things to keep in mind in addition to your knowledge of the subject matter. Prioritizing these test-taking tips will help you manage important tasks on test day and perform your best on the exam.

### Before Test Day

- **Understand the directions.** Luckily, the directions for the CLEP College Composition exam are straightforward—simply select the best of the five answer options for each multiple-choice question.

- **Know the expectations for each topic category.** Each of the content review chapters in this book (Chapters 4–9) covers one of the five testing categories of the CLEP College Composition exam, so reading this book will ensure that you understand what's expected of you. Revisit these chapters in the days leading up to your exam to remind yourself how questions for each topic differ, how many questions to expect from each category, and how to apply the strategies you developed during your study to approach different types of questions.
- **Make sure you are rested and ready.** No one wants to take an exam hungry or groggy. Plan far in advance to make the night before your exam a relaxing one: don't study that night (you'll be well prepared by then), have a filling and nutritious dinner, get to sleep early, wake in time for a similarly filling and nutritious breakfast, and then get to your testing site early so you can settle in and relax your mind before the exam begins.

## On Test Day

- **Answer every question before time is called.** Follow your time management plan to ensure you answer every question. There is no penalty for guessing, so don't leave any questions unanswered. You can always note which answers you guessed and review them later. If you're running out of time, spend the last couple minutes of your exam guessing on all the questions that remain. Take time to eliminate answers you're pretty sure are incorrect first to improve your chance of guessing correctly—if you can eliminate two choices you know are incorrect, your chance of guessing correctly jumps from 1 in 5 to 1 in 3.
- **Use all the time you're allotted.** There is no such thing as "finishing early" with a timed test—use every minute you're given!
- **Make time for review.** Save time for review by following your time management plan. Use the time you have left to review your answers and return to more difficult questions, particularly those on which you had to guess. This is especially important on the essays—you'll want to ensure you have enough time to proofread before you complete each of them.
- **Prioritize the questions you can answer with confidence.** As you take the exam, prioritize the easiest questions and those you feel most confident about first, then move on to harder questions. This way, you maximize the number of questions you are likely to get right. After you have answered all the questions, flip this priority arrangement—start by reviewing the questions you feel least confident about and then review those about which you feel more certain.

- **Be certain of your answers.** Don't just select an answer that seems right and call it a day. Review all the answer options and eliminate incorrect options as best you can so you can be more certain of the answer you do select even if you end up having to guess. Even when you feel confident about an answer, read the other options to make sure there isn't a better answer.
- **Guess as few answers as possible.** While it is better to guess than leave a question blank, your goal should still be to maximize the number of questions you can answer confidently. The more you practice time management and the more answer choices you can eliminate, the fewer answers you will have to guess.

These study strategies and test-taking tips will help you as you prepare for your CLEP College Composition exam. The more familiar you are with them and comfortable you are practicing them, the easier they will be to implement on test day. Return to this chapter as you read through the content chapters of this book and before you take the practice test in Chapter 10. By using these strategies and tips as you prepare, you'll be able to perform your best on your CLEP College Composition exam.

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Chapter 3

# Diagnostic Test

## OVERVIEW

- Multiple-Choice Questions
- Essay Questions
- Answer Key and Explanations
- Sample Essay Responses
- Interpreting Your Diagnostic Test Results
- Evaluating Your Strengths and Areas for Improvement
- Setting Goals
- Creating a Study Plan
- Using This Book

**An answer sheet for this test can be found on page 247.**

This diagnostic test and the time allotted are equivalent to the length of a full CLEP College Composition exam.

**Multiple-Choice Questions: 50 Questions—55 Minutes**

**Essay Questions: 2 Essays—70 Minutes**

**Total Time: 2 hours, 5 minutes**

## MULTIPLE-CHOICE QUESTIONS

**Directions:** Each of the questions is followed by five suggested answers or completions. Select the one best answer for each. The Answer Key and Explanations will follow.

**For questions 1–5, read each of the sentences below. If the sentence contains an error, select the answer choice for the underlined portion of the sentence that contains the error. If the sentence does not contain an error, select "No error" (choice E).**

**1.** Plants use photosynthesis to convert (A) sunlight, carbon (B) dioxide, and water into glucose and (C) oxygen, glucose (D) serves as the main energy source for the plant.

**A.** sunlight, carbon
**B.** dioxide, and water
**C.** oxygen, glucose
**D.** serves
**E.** No error

**2.** (A) Hummingbirds, crucial pollinators for many (B) plants are among the smallest birds in the (C) world, with the bee hummingbird being the tiniest (D) species, measuring about two inches long.

**A.** Hummingbirds, crucial
**B.** plants are
**C.** world, with
**D.** species, measuring
**E.** No error

**3.** When (A) a scientist discovers a new (B) species, (C) they is able to (D) choose the name for the fossil.

**A.** a scientist
**B.** species,
**C.** they
**D.** choose
**E.** No error

**4.** (A) Sitting on the top shelf, the (B) student struggled to grab the library book (C) he needed for his research project about (D) bioethical engineering.

**A.** Sitting on the top shelf,
**B.** student struggled
**C.** he needed
**D.** bioethical engineering
**E.** No error

**5.** The corporation was not opposed (A) against (B) employing candidates (C) needing work (D) sponsorship; however, it preferred to look locally first.

**A.** against
**B.** employing
**C.** needing
**D.** sponsorship
**E.** No error

**For questions 6–15, refer to the following draft of an essay to determine which parts need to be changed.**

(1) In the aftermath of World War II (WWII), a shattered global landscape demanded a shift in international relations, in response, countries all over the world decided to confront the issue. (2) The horrors of the conflict were marked by unprecedented devastation and loss of life. (3) These events spurred the collective conscience of nations toward the goal of preventing such cataclysmic events from recurring. (4) It was from this chaos and devastation that the United Nations (UN) emerged. (5) Today the UN serves as a beacon of hope, embodies the aspirations of humanity for peace, cooperation, and collective security.

(6) The first seeds of the UN were sown amidst the violence of war. (7) As early as 1941, representatives from Allied nations met in Washington, DC, to issue the Declaration of the United Nations. (8) This pledged their commitment to defeating the Axis powers and preserving global peace. (9) Their declaration laid the foundation for the future establishment of an international organization dedicated to maintaining stability and foster cooperation among nations. (10) The formal creation of the UN took four more years to occur, and it wasn't until WWII ended in 1945 that the official charter was signed. (11) This historic document laid out the structure, objectives, and principles of the organization. (12) The signing of the document took place in San Francisco, California.

**6.** In context, which of the following revisions of the underlined portion of sentence 1 (reproduced below) is best?

*In the aftermath of World War II (WWII), a shattered global landscape demanded a shift in international <u>relations, in response, countries</u> all over the world decided to confront the issue.*

**A.** relations, in response, countries
**B.** relations; in response, countries
**C.** relations; in response countries
**D.** relations, responding by countries
**E.** relations, countries

**7.** In context, which is the best replacement for *cataclysmic* in sentence 3?

**A.** peaceful
**B.** minor
**C.** catastrophic
**D.** loud
**E.** challenging

**8.** In context, which of the following revisions of the underlined portion of sentence 5 (reproduced below) is best?

*Today the UN serves as a beacon of hope, <u>embodies</u> the aspirations of humanity for peace, cooperation, and collective security.*

**A.** and embody
**B.** embodying
**C.** embodies
**D.** it embodies
**E.** it embodying

**9.** In context, which is the best way to combine sentences 2 and 3 (reproduced below)?

*The horrors of the conflict were marked by unprecedented devastation and loss of life. These events spurred the collective conscience of nations toward the goal of preventing such cataclysmic events from recurring.*

**A.** The horrors of the conflict were marked by unprecedented devastation and loss of life, spurring the collective conscience of nations toward the goal of preventing such cataclysmic events from recurring.
**B.** The horrors of the conflict were marked by unprecedented devastation and loss of life, as well as spurring the collective conscience of nations toward the goal of preventing such cataclysmic events from recurring.
**C.** The horrors of the conflict were marked by unprecedented devastation and loss of life, yet these events spurred the collective conscience of nations toward the goal of preventing such cataclysmic events from recurring.
**D.** The horrors of the conflict were marked by unprecedented devastation and loss of life, therefore spurring the collective conscience of nations toward the goal of preventing such cataclysmic events from recurring.
**E.** The horrors of the conflict were marked by unprecedented devastation and loss of life, although spurring the collective conscience of nations toward the goal of preventing such cataclysmic events from recurring.

**10.** Which sentence in the second paragraph is unnecessary and should be removed?

**A.** Sentence 6
**B.** Sentence 8
**C.** Sentence 9
**D.** Sentence 10
**E.** Sentence 12

**11.** In context, which of the following is the best revision to sentence 7 (reproduced below)?

*As early as 1941, representatives from Allied nations met in Washington, DC, to issue the Declaration of the United Nations.*

**A.** At the crack of dawn in 1941, representatives from Allied nations convened in Washington, DC, to issue the Declaration of the United Nations.
**B.** Representatives from Allied nations convened in the bustling city of Washington, DC, in 1941 to issue the Declaration of the United Nations.
**C.** In 1941, representatives from Allied nations, dressed in formal attire, met in Washington, DC, to issue the Declaration of the United Nations.
**D.** In the year 1941, representatives from Allied nations gathered in Washington, DC, to issue the Declaration of the United Nations.
**E.** No change

**12.** In context, where should the following sentence be placed?

*Throughout the war years, diplomatic efforts were underway to lay the groundwork for the creation of the United Nations.*

**A.** Immediately after sentence 1
**B.** Immediately after sentence 3
**C.** Immediately after sentence 7
**D.** Immediately after sentence 9
**E.** Immediately after sentence 10

**13.** Which of the following revisions is the best revision to the underlined portion of sentence 9 (reproduced below)?

*Their declaration laid the foundation for the future establishment of an international organization dedicated to maintaining stability and <u>foster</u> cooperation among nations.*

**A.** to foster
**B.** fostering
**C.** fostered
**D.** will foster
**E.** had fostered

**14.** Which of the following would be the best sentence with which to end the passage?

**A.** The UN Charter, signed in San Francisco, California, established the foundation for modern diplomacy.
**B.** As the years passed, the United Nations evolved into a symbol of unity and cooperation among nations.
**C.** The establishment of the United Nations in 1945 marked a significant milestone in international diplomacy, ushering in a new era of cooperation and collective security.
**D.** The United Nations, born out of the ashes of war, continues to shape international relations to this day.
**E.** The signing of the document in San Francisco, California, marked the beginning of a new era of global cooperation.

**15.** Which of the following would make the most logical title for the passage?

**A.** "The Consequences of World War II"
**B.** "The Evolution of International Relations"
**C.** "San Francisco's Global Cooperation"
**D.** "The Washington Conference of 1941"
**E.** "The Birth of the United Nations"

**Questions 16–25 refer to the following draft of an essay. Parts of the selection may need corrections.**

(1) More often than not, serendipity plays a significant role in groundbreaking discoveries. (2) One such remarkable tale is the accidental discovery of penicillin, a discovery that revolutionized medicine and saved countless lives. (3) In September 1928, Scottish bacteriologist Alexander Fleming returned to his laboratory after going to Suffolk, England, for a beach vacation. (4) Upon examining petri dishes containing colonies of Staphylococcus bacteria, Fleming made a startling observation. (5) One of the dishes had become contaminated with mold, specifically a species of Penicillium fungus. (6) To his surprise, Fleming noticed that the bacteria surrounding the mold appeared to be dying, forming a clear zone where the mold had grown. (7) Fleming meticulously studied the mold and its antibacterial properties, eventually identifying it as Penicillium notatum. (8) He observed that the mold produced a substance with potent antibacterial effects,

which he named penicillin. (9) Further experiments confirmed the remarkable ability of penicillin to inhibit the growth of various harmful bacteria, including those responsible for deadly infections such as pneumonia, meningitis, and septicemia. (10) Prior to its development, bacterial infections posed significant challenges to health care providers, often leading to debilitating illnesses and death. (11) Antibiotics were virtually nonexistent, and treatments were limited to crude methods such as antiseptics and surgical interventions. (12) Penicillin's introduction revolutionized the treatment of bacterial infections, offering a safe, effective, and accessible means of combating disease.

**16.** In context, which transition is best to add to the beginning of sentence 10?

**A.** However,
**B.** Nevertheless,
**C.** Furthermore,
**D.** Additionally,
**E.** In addition,

**17.** Which is the best revision of the underlined portion of sentence 9 (reproduced below)?

*Further experiments confirmed the remarkable ability of penicillin to inhibit the growth of various harmful bacteria, including those responsible for deadly <u>infections: pneumonia, meningitis, and septicemia.</u>*

**A.** infections, such as pneumonia, meningitis, and septicemia.
**B.** infections: pneumonia, meningitis, and septicemia.
**C.** infections; such as pneumonia, meningitis, and septicemia.
**D.** infections: such as pneumonia, meningitis, and septicemia.
**E.** infections: pneumonia, meningitis and septicemia.

**18.** In context, where should the following sentence be placed?

*This fortuitous observation sparked Fleming's curiosity and prompted further investigation.*

**A.** Immediately after sentence 4
**B.** Immediately after sentence 5
**C.** Immediately after sentence 6
**D.** Immediately after sentence 10
**E.** Immediately after sentence 12

**19.** Which of the following revisions is most needed in sentence 3 (reproduced below)?

*In September 1928, Scottish bacteriologist Alexander Fleming returned to his laboratory after going to Suffolk, England, for a beach vacation.*

**A.** Remove the location of Fleming's vacation and the type of vacation he took.
**B.** Remove only the type of vacation Fleming took.
**C.** Remove the date on which Fleming returned to his laboratory.
**D.** Change the order in which the location of Fleming's vacation and the type of vacation he took appears in the sentence.
**E.** Remove the date on which Fleming returned to his laboratory and the biographical information about Fleming.

**20.** In context, which of the following versions of the underlined portion of sentence 12 (reproduced below) is best?

*Penicillin's introduction revolutionized the treatment of <u>bacterial infections, offering a safe, effective, and accessible means of combating disease.</u>*

**A.** bacterial infections, and offering a safe, effective, and accessible means of combating disease.
**B.** bacterial infections; offering a safe, effective, and accessible means of combating disease.
**C.** bacterial infections by offering a safe, effective, and accessible means of combating disease.
**D.** bacterial infections, offering a safe and effective, and accessible means of combating disease.
**E.** bacterial infections: offering a safe, effective, and accessible means of combating disease.

**21.** Based on the tone and purpose, who is the intended audience for the passage?

**A.** High school students studying the Industrial Revolution
**B.** Parents seeking information on how penicillin revolutionized health care for their children
**C.** Garden enthusiasts curious about growing mold and its potential applications
**D.** Business executives exploring investment opportunities in pharmaceutical innovation
**E.** Medical professionals and researchers interested in the history of antibiotic discovery

**22.** Placing a paragraph break in which of the following places would most improve the coherence of the passage?

**A.** Between sentences 1 and 2
**B.** Between sentences 2 and 3
**C.** Between sentences 4 and 5
**D.** Between sentences 8 and 9
**E.** Between sentences 9 and 10

**23.** In context, which of the following would be the best place to insert the following sentence?

*In the midst of a global health crisis, the discovery of penicillin provided a beacon of hope, fundamentally altering the landscape of medical treatment and paving the way for future advancements in antibiotic therapy.*

**A.** Immediately after sentence 8
**B.** Immediately after sentence 9
**C.** Immediately after sentence 10
**D.** Immediately after sentence 11
**E.** Immediately after sentence 12

**24.** Which sentence expresses the main idea of the passage?

**A.** Sentence 1
**B.** Sentence 2
**C.** Sentence 3
**D.** Sentence 6
**E.** Sentence 11

**25.** Which of the following would make the most logical title for the passage?

**A.** "The Use of Penicillin in Modern Medicine"
**B.** "Innovations in Antibiotics"
**C.** "The Evolution of Health Care"
**D.** "Serendipity in Scientific Discoveries"
**E.** "Alexander Fleming's Breakthrough"

**26.** Trandu, A. B. (2019). "The renaissance of rennet: A historical perspective on Midwest production." *Journal of Culinary History*, 12(3), 112–127. https://doi.org/10.1234/jch.2019.1234567890

This citation refers to a(n)

**A.** chapter in a book
**B.** conference paper
**C.** newspaper article
**D.** encyclopedia entry
**E.** journal article

**27.** What is the correct format in APA style for an in-text citation after a quotation?

**A.** (Last name, page number)
**B.** (First name Last name, page number)
**C.** (Last name, year of publication)
**D.** (Last name, year of publication, date accessed)
**E.** (Page number, Last name)

**Questions 28–31 refer to the following passage.**

(1) A recent study conducted at Bell Tower University found that 75% of people regret at least one small or large decision they made in the past 24 hours (Terry et al., 2022). (2) For psychologists, decision making has long been a subject of fascination and study. (3) Humans constantly encounter situations where they must make choices, ranging from trivial matters to life-altering decisions. (4) However, the abundance of choices available in modern society can lead to stress, dissatisfaction, and paralysis in decision making. (5) "If people have too much choice, they might become less happy. (6) Too many choices leads to difficulty making decisions and even depression" (Langley, 2005). (7) Several factors contribute to this dilemma. (8) First, modern society has created

too many options for people to choose from. (9) Secondly, individuals can overthink their decisions because of a fear of making the wrong decision. (10) Finally, the constant looming of "what-if" thoughts can lead a person to dream of unrealistic expectations and experience dissatisfaction with chosen outcomes (Langley, 2005).

References

Langley, D. (2005). *What goes into a choice*. Psychology Press.

Terry, T., Tyler, H., & Paddington, L. (2022). *The intersection of decision making and regret: Insights from psychological research*. Bell Tower University.

**28.** In the in-text citation shown in sentence 1, "et al.," indicates that the

**A.** publishing institute does not want to include undergraduate researchers on the final publishing
**B.** paper was published in 2022
**C.** institution is world-renowned
**D.** paper has multiple authors
**E.** title of the paper is too long to include in the in-text citation

**29.** The author of the passage is considering adding another resource to her essay. All of the following sources would be appropriate choices EXCEPT

**A.** a sponsored article promoting a particular decision-making technique
**B.** an encyclopedia article
**C.** a study conducted by researchers
**D.** a decision tracking log measuring decisions made by a doctor during surgery
**E.** a peer-reviewed journal

**30.** Which of the following statements is the most accurate paraphrase of the quotation in sentences 5 and 6?

**A.** People crave choice and need it to become happy; this will lessen depression.
**B.** Depression is common from people having too many choices.
**C.** Having too many choices can lead to challenges with making decisions, depression, and an overall reduction in happiness.
**D.** If people have too much choice, they might become sad. Too many choices leads to difficulty making decisions and even depression. All of these things are bad.
**E.** Decisions affect emotions.

**31.** Which of the following is cited in sentence 6?

**A.** A movie
**B.** A podcast
**C.** An interview
**D.** A book
**E.** A peer-reviewed journal

**32.** A student writing a research paper plans to use the following quotation found on pages 203–204 of her textbook:

"Furthermore, telescopes can be equipped with various instruments and detectors that enable astronomers to analyze different properties of celestial objects. For example, spectrographs split light into its component colors, revealing information about the chemical composition, temperature, and motion of stars and galaxies. Meanwhile, cameras attached to telescopes capture stunning images of the cosmos, inspiring awe and wonder in people around the world."

Smith, John. "Exploring the Cosmos: The Role of Telescopes in Astronomy." In *Astronomy Today: An Introduction to the Study of the Universe*, edited by Emily Jones, Oxford University Press, 2024, pp. 203–204.

Which of the following statements is the most accurate paraphrase of this quotation?

**A.** Telescopes are equipped with various instruments like spectrographs and cameras, which help astronomers study celestial objects by analyzing their properties and capturing images.
**B.** Telescopes use spectrographs and cameras to split light into colors and capture images, revealing details about stars and galaxies.
**C.** Spectrographs and cameras attached to telescopes allow astronomers to analyze the chemical composition, temperature, and motion of celestial objects by splitting light and capturing images.
**D.** Telescopes are equipped with instruments and detectors that enable astronomers to analyze celestial objects, including spectrographs for splitting light and cameras for capturing images.
**E.** Spectrographs and cameras are tools used in telescopes to analyze the properties of celestial objects, such as their chemical composition and motion, by splitting light and capturing images.

**Questions 33–36 refer to the following passage.**

(1) Camouflage stands out as one of the most fascinating adaptations in the animal kingdom, allowing animals to blend seamlessly into their environments for survival. (2) Among the myriad examples of camouflage, the striking patterns of zebra stripes captivate scientists and nature enthusiasts alike. (3) To understand the phenomenon of zebra stripes, it is crucial to delve into evolutionary history. (4) Zebras evolved their distinctive striped coats over millions of years as an adaptation to their savannah habitats.[1] (5) Through natural selection, zebras with stripes that provided better camouflage against the backdrop of tall grasses were more likely to survive and reproduce, passing on their advantageous genes to subsequent generations. (6) Over time, this process led to the development of the intricate black and white patterns that cover zebras today.

(7) The effectiveness of zebra stripes as camouflage lies in their disruptive coloration and visual confusion. (8) Alternating black and white stripes create an optical illusion that makes it difficult for predators, such as lions and hyenas, to single out individual zebras from a distance. (9) When zebras stand together in a group, known as a dazzle, the contrasting patterns further disrupt predators' ability to discern their outlines, providing collective protection to the herd.[2] (10) The evolutionary advantages conferred by zebra stripes extend beyond camouflage. (11) The unique patterns also play a role in thermoregulation, through which zebras regulate their body temperature in the harsh African sun.[3] (12) By reflecting sunlight and creating air currents along the zebras' bodies, the stripes aid in cooling, thereby enhancing the zebras' endurance in their arid habitats.

[1] Rosemary LeGraf, "The Art of Disguise: How Zebra Stripes Confound Predators," *Journal of Animal Ecology* 42, no. 3 (2016): 215–228.

[2] Rosemary LeGraf, "Evolution of Zebra Stripes and Genetic Studies," *Nature Reviews Genetics* 15, no. 2 (2018): 101–114.

[3] Rosemary LeGraf, "Evolution of Zebra Stripes and Genetic Studies." in *The Wonders of Wildlife: Insights from Zoological Studies*, ed. Sal Johnson (Oxford University Press, 2020), 521–536.

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LeGraf, Rosemary. "The Art of Disguise: How Zebra Stripes Confound Predators." *Journal of Animal Ecology* 42, no. 3, (2016): 215–228.

LeGraf, Rosemary. "Evolution of Zebra Stripes and Genetic Studies." *Nature Reviews Genetics* 15, no. 2, (2018): 101–114.

LeGraf, Rosemary. "The Multifaceted Role of Zebra Stripes in Adaptation." In *The Wonders of Wildlife: Insights from Zoological Studies*, edited by Sal Johnson, 521–536. Oxford University Press, 2020.

**33.** Which of the following is cited in sentence 11?

**A.** A website
**B.** A newspaper article
**C.** An encyclopedia entry
**D.** A book
**E.** A podcast interview

**34.** The number at the end of sentence 11 tells the reader that

**A.** the information in sentence 11 is from *The Wonders of Wildlife: Insights from Zoological Studies*
**B.** LeGraf is famous for writing three different books about zebras
**C.** the sentence is a direct quote from LeGraf
**D.** the dichotomy of various zebra breeds is indicated on page 2016 of LeGraf's work
**E.** there are three different types of zebras that were used by LeGraf to conduct her research

**35.** The student would like to add an additional source to her essay. Which of the following sources would give the best information?

**A.** Benson, Jessica. "Why Zebras Are My Favorite Animal." Produced by PONLINE. *Podcast Princess*. February 17, 2015. Podcast. https://www.podcastprincess.com/episode/22/zebras.
**B.** Gray, Arnold. "Razzle Dazzle Zebra Fashion." *Safari Style Magazine* 5, no. 7 (2024): 45–78.
**C.** Toringday, Chelsi. *Understanding Camouflage in Nature: Insights from Zoological Research*. Oxford University Press, 45–62.
**D.** Smith, Jacinda. "Zebra Stripes: A Mythological Interpretation." *National Conspiracy* 27, no. 3 (2019): 35–41.
**E.** Travis Johnson, "The Secret Lives of Camouflaged Animals," *Trav's Daily Blog*, November 20, 2017, http://travsdaily.blogspot.com/2017/11/camouflaged-animals.

**36.** LeGraf, Rosemary. "The Art of Disguise: How Zebra Stripes Confound Predators." *Journal of Animal Ecology* 42, no. 3 (2016): 215–228.

This citation is in Chicago style. What is the proper way to rewrite the citation in MLA style?

**A.** LeGraf, Rosemary. "The Art of Disguise: How Zebra Stripes Confound Predators." *Journal of Animal Ecology*, vol. 42, no. 3, 2016, pp. 215–228.
**B.** LeGraf, R. "The art of disguise: How zebra stripes confound predators." Journal of Animal Ecology, 42(3), 215–228.
**C.** LeGraf, Rosemary. "The Art of Disguise: How Zebra Stripes Confound Predators." *Journal of Animal Ecology*, pp. 215–228 vol. 42, no. 3, 2016.
**D.** LeGraf, R. (2016). "The art of disguise: How zebra stripes confound predators." *Journal of Animal Ecology*, 42(3), 215–228.
**E.** LeGraf, Rosemary. "The Art of Disguise: How Zebra Stripes Confound Predators." *Journal of Animal Ecology*, volume 42, number 3, 2016, pages 215–228.

**37.** Drews, Lucy. *Shakespeare Bites His Thumb.* Orlando, MagicBlooms, 2023.

In this citation, "Orlando" indicates

**A.** the title of the book
**B.** the publishing city
**C.** the pen name of the author
**D.** a website
**E.** the city where the author resides

**Questions 38–41 refer to the following passage.**

(1) The world of Elizabeth Bennet and Mr. Darcy tugs at heartstrings and leaves modern-day readers longing for the quaint life of Regency England. (2) Jane Austen's *Pride and Prejudice* stands as a timeless masterpiece, captivating readers for over two centuries with its astute social commentary, memorable characters, and intricate plot. (3) Austen, born in 1775, crafted this iconic novel during the early 19th century, a period marked by profound social and political transformations in England. (4) Against this backdrop of societal change, Austen meticulously weaves a tale of love, marriage, and societal expectations.

(5) Drawing from her keen observations of the English gentry and her own experiences, Austen infuses *Pride and Prejudice* with wit, irony, and a keen understanding of human nature. (6) The novel follows the tumultuous relationship between Elizabeth Bennet and Mr. Darcy, whose initial disdain for one another gradually evolves into mutual respect and affection. (7) Through their journey, Austen explores themes of class, gender, and morality, shedding light on the complexities of social norms and expectations. (8) Austen's narrative prowess shines through her vivid characterizations and sparkling dialogue as she skillfully navigates the intricacies of 19th-century English society. (9) With its timeless appeal and universal themes, *Pride and Prejudice* continues to resonate with readers across generations, even inspiring modern-day interpretations like the TV show *Swipe and Prejudice*, solidifying Jane Austen's status as one of the greatest novelists in the English language.

**38.** Which of the following best describes the first sentence of the passage?

**A.** It connects the romance of Elizabeth Bennet and Mr. Darcy to the pathos of modern readers.
**B.** It describes the feeling of falling in love.
**C.** It explores the connection between Regency England and modern-day England.
**D.** It parodies the trope of Elizabeth Bennet and Mr. Darcy.
**E.** It introduces the thesis of the essay.

**39.** Which of the following transition words, if inserted at the beginning of sentence 3 (reproduced below), would be most logical in the context of the passage?

*Austen, born in 1775, crafted this iconic novel during the early 19th century, a period marked by profound social and political transformations in England.*

**A.** Moreover
**B.** Consequently
**C.** However
**D.** Additionally
**E.** Furthermore

**40.** The author's primary purpose in mentioning *Swipe and Prejudice* in sentence 9 is to

**A.** criticize contemporary interpretations of *Pride and Prejudice*, suggesting that they diminish the original work's literary merit
**B.** highlight the historical context of *Pride and Prejudice*, showcasing its relevance to modern audiences through adaptations
**C.** illustrate how Jane Austen's work continues to influence contemporary media and remains relevant in modern culture, thereby emphasizing the enduring significance and impact of *Pride and Prejudice* across different mediums and generations
**D.** indicate a shift in societal values and preferences regarding romantic narratives, contrasting with the timeless appeal of Austen's classic novel
**E.** provide evidence of Austen's lack of popularity in popular culture, reinforcing her lack of status as an author beyond traditional literary circles

**41.** Sentence 7 primarily serves to

**A.** provide a detailed analysis of the characters' personal growth throughout the novel, highlighting the individual journeys of Elizabeth Bennet and Mr. Darcy
**B.** critique the societal norms of the time period depicted in *Pride and Prejudice*, pointing out their flaws and limitations
**C.** introduce new plot developments in *Pride and Prejudice*, such as the arrival of Mr. Bingley and Mr. Wickham, which drive the narrative forward
**D.** highlight the role of romantic relationships in *Pride and Prejudice*, underscoring their significance in shaping characters' actions and motivations
**E.** illustrate the depth of Austen's exploration of societal themes and norms within *Pride and Prejudice*, emphasizing the complexity of the novel's social commentary and its relevance to broader cultural discussions

**Questions 42–46 refer to the following passage.**

(1) A young girl eagerly unwraps a huge gift box as her family watches excitedly, taking photos like red-carpet paparazzi. (2) As she reveals the expensive toy inside, she smiles and then shifts her focus to the wrapping paper or box. (3) She might climb inside the box or fashion the paper into a cape. (4) This behavior, referred to by educators and psychologists as open-ended play, is child directed, without specific rules or goals, and often involves everyday items. (5) Recent research strongly suggests that open-ended play is beneficial in unexpected ways. (6) In today's fast-paced, heavily scheduled society, nurturing this type of play can be challenging, but experts emphasize its importance.

(7) Open-ended play begins with the toys children use. (8) Electronic and media-based toys often dictate specific ways of playing; for instance, video games typically have set rules. (9) However, when a child picks up a stick and pretends it's a horse or a telescope, she exercises her creativity and independence of thought. (10) By associating the stick with something else in her mind, she transforms it into an object with its own purpose. (11) This process showcases creativity in action. (12) Common objects provide unrestricted opportunities for imaginative play compared with manufactured toys, which often come with predetermined purposes and limitations.

**42.** Which of the following rhetorical devices is used in sentence 1 of the passage?

**A.** Allusion
**B.** Idiom
**C.** Simile
**D.** Personification
**E.** Onomatopoeia

**43.** Based on the organization and word choice of the passage, who might the intended audience be?

**A.** A group of child psychologists
**B.** A group of sales representatives from a wrapping paper manufacturer
**C.** A student looking for research material on the negative effects of video games
**D.** A group of parents with young children
**E.** A group of doctors researching the neurological impact of open-ended play

**44.** Which of the following appeals does the author primarily use in the passage?

**A.** Ethos
**B.** Pathos
**C.** Logos
**D.** Kairos
**E.** None of the above

**45.** Which of the following best summarizes the meaning of sentence 12 (reproduced below)?

*Common objects provide unrestricted opportunities for imaginative play compared with manufactured toys, which often come with predetermined purposes and limitations.*

**A.** Objects in common provide unrestricted opportunities for imaginative play compared with manufactured toys, which often come with predetermined purposes and limitations.
**B.** Common objects provide unrestricted opportunities for imaginative play when you are compared to manufactured toys, which often come with predetermined purposes and limitations.
**C.** Common objects provide unrestricted opportunities for imaginative play. Compared with manufactured toys that often come with predetermined purposes and limitations.
**D.** Common objects provide unrestricted opportunities, for imaginative play, and compared with manufactured toys, which often come with predetermined purposes and limitations.
**E.** Common objects provide unrestricted opportunities for imaginative play compared with manufactured toys, which often come with predetermined purposes and limitations.

**46.** The overall mood of the passage can best be described as

**A.** gentle
**B.** excited
**C.** indifferent
**D.** anxious
**E.** condescending

**Questions 47–50 refer to the following passage.**

(1) Sushi remained a local delicacy in Japan for centuries, but its journey to the Western world began in the mid-20th century. (2) In the aftermath of World War II, Japan experienced an economic resurgence and increased engagement with the global community. (3) Japanese immigrants and diplomats introduced sushi to Western countries, initially targeting cosmopolitan cities like Los Angeles and New York. (4) At first, sushi encountered resistance in the West, as the idea of consuming raw fish was unfamiliar and even perceived

as unpalatable by some. (5) However, pioneering sushi chefs adapted their recipes and techniques to suit Western tastes, incorporating cooked ingredients and experimenting with new flavor combinations. (6) As globalization accelerated in the late 20th century, sushi gained mainstream popularity in Western culture, transcending its origins to become a symbol of culinary sophistication and cosmopolitanism. (7) Today, sushi enjoys widespread acceptance and can be found in diverse settings, from upscale restaurants to casual eateries and supermarket shelves, reflecting its evolution from a regional Japanese dish to a global culinary phenomenon.

**47.** The tone of this passage can best be described as

**A.** biting
**B.** whimsical
**C.** celebratory
**D.** sarcastic
**E.** questioning

**48.** When sushi "encountered resistance in the West" (sentence 4), it was most likely a result of

**A.** a lack of acceptance for other cultures
**B.** different customs regarding food preparation
**C.** lasting tensions from World War II
**D.** difficulties in transporting fresh fish over long distances
**E.** American ignorance of Japanese cuisine

**49.** In context, *transcending* (sentence 6) most nearly means

**A.** remaining limited to its original cultural context
**B.** experiencing a decline in popularity over time
**C.** rising above or surpassing its initial constraints or limitations
**D.** becoming irrelevant or outdated in modern society
**E.** succumbing to the pressures of globalization and losing its cultural identity

**50.** The primary purpose of the passage is to

**A.** inform
**B.** persuade
**C.** criticize
**D.** define
**E.** entertain

## ESSAY QUESTIONS

**2 Essays—70 minutes**

Use a word processor (ideally without spelling or grammar checking) to write each essay.

### First Essay

**30 minutes**

**Directions:** Consider the following topic statement and write an essay in which you agree or disagree with it. Use specific reasons, examples, and experiences to support your argument.

#### *Topic*

The pursuit of happiness should always take precedence over financial stability.

## Second Essay

**40 minutes**

**Directions:** Write an essay in which you use **both** provided sources to support your argument. Properly cite the sources when you refer to them.

### *Introduction*

In recent years, there has been growing debate over the role of social media platforms in shaping public discourse and influencing political opinions. Some argue that social media provides a platform for diverse voices to be heard and facilitates greater civic engagement, while others contend that it fosters polarization and the spread of misinformation.

### *Assignment*

Read the following sources carefully. Then write an essay in which you develop a position on whether social media positively shapes public discourse or negatively impacts public opinion. Be sure to incorporate and cite both sources as you develop your position.

Source 1:

Whitelock, A. (2019). *Amplified voices: Empowering marginalized communities through social media*. Phoenix Press, 145.

**The following passage is from a book.**

In recent years, social media platforms have emerged as powerful tools for facilitating civic engagement and shaping public discourse. Research indicates that these platforms play a crucial role in connecting individuals with diverse perspectives and fostering meaningful dialogue on important social and political issues. Through features such as hashtags, groups, and live discussions, social media enables users to participate in public conversations, share their opinions, and contribute to collective action in ways that were previously unimaginable. In addition, social media platforms provide a level playing field for individuals to engage in public discourse, regardless of their socioeconomic status or geographic location. This democratization of communication empowers marginalized groups, including minorities, activists, and grassroots organizations, to amplify their voices and advocate for social change. By giving voice to those who have historically been marginalized or excluded from traditional media channels, social media contributes to a more inclusive and representative public discourse.

Social media also serves as a catalyst for mobilizing individuals around common causes and promoting civic participation. Studies have shown that social media activism, such as online petitions, fundraising campaigns, and awareness-raising efforts, can have a significant impact on shaping public opinion and influencing policy decisions. By harnessing the collective power of online networks, social media facilitates the rapid dissemination of information and the coordination of collective action, leading to tangible social and political outcomes.

Source 2:

Jones, A., & Baker, C. (2019). Divisive platforms: The detrimental effects of social media on public discourse. *Digital Citizenship and Public Engagement*, 28(2), 162.

**The following passage is from an article.**

In recent years, social media platforms have emerged as contentious spaces that contribute to the polarization and degradation of public discourse. Studies indicate that these platforms often serve as echo chambers, where users are exposed to content that reinforces their existing beliefs and biases while excluding differing viewpoints. Algorithms designed to maximize user engagement further exacerbate this issue by prioritizing sensational or divisive content, which can lead to the spread of misinformation and the proliferation of extremist ideologies. Additionally, the anonymity and lack of accountability inherent in many social media interactions can foster hostility and incivility, discouraging meaningful dialogue and collaboration. Furthermore, the rise of fake accounts and automated bots on social media platforms has made it increasingly difficult to distinguish between genuine voices and malicious actors seeking to manipulate public opinion. As a result, social media has become a breeding ground for misinformation, conspiracy theories, and online harassment, undermining trust in democratic institutions and exacerbating societal divisions. Rather than promoting productive discourse and civic engagement, social media often perpetuates polarization and exacerbates social tensions, posing significant challenges to the health of democratic societies.

## ANSWER KEY AND EXPLANATIONS

| | | | | |
|---|---|---|---|---|
| **1.** C | **11.** E | **21.** E | **31.** D | **41.** E |
| **2.** B | **12.** D | **22.** D | **32.** A | **42.** C |
| **3.** C | **13.** B | **23.** D | **33.** D | **43.** D |
| **4.** A | **14.** C | **24.** B | **34.** A | **44.** B |
| **5.** A | **15.** E | **25.** E | **35.** C | **45.** E |
| **6.** B | **16.** C | **26.** E | **36.** A | **46.** A |
| **7.** C | **17.** A | **27.** C | **37.** B | **47.** C |
| **8.** B | **18.** C | **28.** D | **38.** A | **48.** B |
| **9.** A | **19.** A | **29.** A | **39.** E | **49.** C |
| **10.** E | **20.** C | **30.** C | **40.** C | **50.** A |

1. **The correct answer is C.** If a comma is placed between *oxygen* and *glucose*, it creates a comma splice—an error in which two independent clauses are linked incorrectly by a comma. To fix this, a period should be placed between *oxygen* and *glucose*. Another option to correct the comma splice would be to use a semicolon in place of the comma.

2. **The correct answer is B.** The appositive phrase "crucial pollinators for many plants" gives more information about hummingbirds, but is not essential to the sentence, so it needs to be set off with commas. There is a beginning comma here, but the ending comma is missing.

3. **The correct answer is C.** The author of this sentence is using gender-nonspecific *they* to refer to the scientists, but as the sentence stands, *they* does not agree with the verb *is*. Since *scientist* is singular, and since the verb that follows matches a singular pronoun, the pronoun should not be *they*. Instead, the sentence should say *he* or *she*. Alternatively, if this were a situation in which the entire sentence could be rewritten, *they are* would be accepted in many situations when gender is unstated or unknown.

4. **The correct answer is A.** The phrase "sitting on the top shelf" refers to the book; however, since this modifier is misplaced and closer to the word *student*, it reads as though the student is sitting on the shelf. To avoid confusion and keep the writing as clear as possible, this phrase should be moved or revised.

5. **The correct answer is A.** The word *against* is not the correct preposition to use idiomatically after the word *opposed*. This pairing creates a double negative and is incorrect. It also creates confusion, making it unclear whether the corporation is in favor of or against hiring candidates who need sponsorship. The correct phrase is "opposed to," which makes the meaning of the sentence clear.

6. **The correct answer is B.** Sentence 1 has two independent clauses connected by a comma, which creates a comma splice. The best way to revise this sentence's fault is to replace the comma with a semicolon. The following comma, after "in response," is necessary since this prepositional phrase is functioning as a dependent clause—a dependent clause must be set off with a comma when it comes before the independent clause to which it refers.

7. **The correct answer is C.** The word that is closest in meaning to *cataclysmic* is *catastrophic*. If you didn't know the definition of the word, though, the context clues in the preceding sentence, which describe a conflict "marked by unprecedented devastation and loss of life," eliminate choices A, B, and D. *Challenging* is not incorrect, but it has a less extreme connotation than *cataclysmic* and is inappropriate given the events being described in this essay.

8. **The correct answer is B.** The present participle *embodying* is the most accurate because it emphasizes the ongoing actions of the UN. Additionally, *embodying* functions well in the sentence structure and maintains parallelism within the participle phrase to create a balanced and cohesive sentence.

9. **The correct answer is A.** Exchanging the word *spurring* for the phrase "these events spurred" is the best way to combine the sentences and retain the original meaning. The other choices insert unnecessary transition words that make the combination less clear or incorrect. The insertion of *as well as* (choice B) before *spurring* makes the connected sentence grammatically incorrect. *Yet* (choice C) and *although* (choice E) signal a contrast between the sentences that doesn't exist. *Therefore* (choice D) signals a fact and conclusion relationship between the clauses that does not exist.

10. **The correct answer is E.** Sentence 12 is the least essential for understanding the development of events that led to the establishment of the United Nations. The sentence provides location information, but the location does not contribute to the understanding of the historical process described in the paragraph.

11. **The correct answer is E.** The other choices all add unnecessary information like the time of day, information about Washington, DC, the attire the representatives wore, or repetitive facts about the year.

12. **The correct answer is D.** The best place to insert the sentence would be after sentence 9 and before sentence 10 because it provides a logical transition to the discussion of the signing of the UN Charter.

13. **The correct answer is B.** To create parallelism between *maintaining* and *foster*, the word should end in *-ing* to ensure consistency between the gerunds. Additionally, *fostering* is the present participle form of the verb *foster*, which better conveys the ongoing and continuous action of promoting cooperation among nations.

14. **The correct answer is C.** This sentence effectively summarizes the main idea and thesis of the passage, emphasizing the historical significance of the establishment of the United Nations. It ties together the key events discussed in the passage and highlights the transformative impact of the creation of the UN on international relations. Additionally, it provides closure to the passage by reinforcing the central theme of the establishment of the UN as a pivotal moment in diplomatic history.

15. **The correct answer is E.** "The Birth of the United Nations" is the only title that logically encompasses the main ideas of the passage. Choices A and B are too broad, as they do not mention the United Nations, a topic central to the passage. Choices C and D are too specific, focusing on details like the year and location of the events rather than the topic being described. Choice E alludes to the beginning of the United Nations (the central topic of the passage), so it is the best choice.

16. **The correct answer is C.** This transition signals a continuation of the discussion and helps to connect the previous information about penicillin's discovery with the subsequent discussion of its impact on health care. Choices D and E might seem similar, but *addition* implies a new point that contributes to the same idea, rather than a continuation, making choice C a better option.

17. **The correct answer is A.** This revision creates clarity and consistency in listing the types of infections affected by penicillin. The phrase "such as" is commonly used to introduce examples. Additionally, the use of commas ensures proper punctuation in the list of examples.

18. **The correct answer is C.** Adding a transitional sentence here would help to smoothly introduce the subsequent discussion about Fleming's further investigations into the antibacterial properties of mold. Since sentence 6 details Fleming's discovery and sentence 7 begins discussing additional experiments, this transitional sentence fits most effectively between sentences 6 and 7.

19. **The correct answer is A.** The key details in this sentence are the date on which Fleming returned to his laboratory, Fleming's nationality and profession as a bacteriologist, and the fact that he was returning from a vacation. Readers do not need to know the location of the vacation or that it was a beach location. Choice A retains the essential information while removing the superfluous information.

20. **The correct answer is C.** The use of *by* in this choice clarifies how the introduction of penicillin revolutionized the treatment of bacterial infections, making the connection between the first part and second part of the sentence as clear as possible. The other choices use various conjunctions and punctuation to attempt to make this connection, but *by* is the best choice since it focuses on specific examples of how a larger goal was achieved.

21. **The correct answer is E.** Since the passage uses scientific details of Alexander Fleming's observation, the subsequent research on penicillin's antibacterial properties, and its transformative effects on treating bacterial infections, it is most relevant and engaging for medical professionals and researchers who are interested in the history and development of antibiotics.

22. **The correct answer is D.** Breaking the paragraph at this point allows for a transition in the focus of the passage. Sentences 1–8 introduce the discovery of penicillin and Alexander Fleming's observations and identification of its properties. Sentences 9–12 then shift to discussing the broader implications of penicillin's introduction and its impact on health care and medicine. This break creates a clearer separation between the description of the discovery process and the discussion of its significance, enhancing the coherence and organization of the passage.

23. **The correct answer is D.** Sentence 11 describes the significant challenges that bacterial infections posed to patients prior to the discovery of penicillin by highlighting the crude treatment options that preceded it. Sentence 12 states that penicillin revolutionized the treatment of bacterial infections—a larger summary of the main idea of the passage. The given sentence bridges the hopelessness of ineffective methods of treatment in the past with the contemporary view of penicillin as a significant medical discovery.

24. **The correct answer is B.** This sentence introduces the central focus of the passage—the accidental discovery of penicillin and its profound impact on medicine—by emphasizing the serendipitous nature of the discovery and grabbing the attention of the reader. Since it states a central idea and prepares the reader for the supporting details that follow, it is the best fit for the main idea for the passage.

25. **The correct answer is E.** The passage focuses primarily on the accidental discovery of penicillin by Alexander Fleming and its transformative impact on medicine and health care. While the other titles touch on aspects of the broader theme, "Alexander Fleming's Breakthrough" most accurately captures the central narrative of the passage, highlighting Fleming's pivotal role in the discovery of penicillin.

**26. The correct answer is E.** In APA style, a journal article is cited using the author's name, publication year, article title, journal title, volume and issue number, page range, and DOI (or URL).

**27. The correct answer is C.** In APA style, the in-text citation format typically includes the author's last name and the year of publication. This allows readers to easily locate the corresponding entry in the reference list at the end of the document. Providing the last name and year of publication also helps to credit the original source of the information and allows readers to verify the accuracy of the citation.

**28. The correct answer is D.** When a citation has more than three authors, the reference page lists all the authors; however, the in-text citation lists "et al." to show the reader there are multiple authors.

**29. The correct answer is A.** A sponsored article promoting a particular decision-making technique may have a hidden agenda because it could be biased toward promoting that specific technique rather than providing objective information. Sponsored content is often created by companies or organizations with vested interests in promoting their products or services, which can compromise the impartiality and credibility of the information presented. In contrast, the other options—an encyclopedia article, a study conducted by researchers, a decision tracking log, and a peer-reviewed journal—are typically considered more reliable sources of information as they are expected to adhere to higher standards of objectivity and accuracy.

**30. The correct answer is C.** This paraphrase accurately captures the original meaning of the quotation, emphasizing the negative impact of excessive choices on decision making, happiness, and mental health.

**31. The correct answer is D.** The in-text citation in sentence 6 references a book, which is listed after the excerpt. Book references must include the author's name, publication year, book title, publisher, and sometimes the city of publication. The presence of these elements in the citation indicates that it is referencing a book, and this reference follows APA citation style for a book.

**32. The correct answer is A.** This paraphrase accurately summarizes the original statement by mentioning the specific instruments (spectrographs and cameras) used in telescopes and their purpose (analyzing properties and capturing images). The other answers are incorrect because they provide information that is too specific or too broad.

**33. The correct answer is D.** The citation in sentence 11 is for LeGraf's work titled "The Multifaceted Role of Zebra Stripes in Adaptation." This Chicago-style format citation is for a chapter in an edited book, and it includes the author's last name, the editor's full name, page numbers, publisher's name, and date of publication.

**34. The correct answer is A.** The number 3 is a numbered footnote. Numbered footnotes typically indicate the source of the information. The full citation is used the first time a source is cited, and any subsequent citations use a shortened form. This is the notes and bibliography method of Chicago/Turabian citations.

**35. The correct answer is C.** This source is likely to provide credible and in-depth information about camouflage in nature, including insights specifically related to zebra patterns. It is published by a reputable academic press and focuses on zoological research, making it relevant and reliable for the topic at hand. The other options are less suitable for the essay due to lack of scholarly analysis and reliable information.

**36. The correct answer is A.** This citation is the only one that properly changes the citation from Chicago style to MLA style. Choice C incorrectly places the page numbers before the volume, number, and publication date. Choice E writes out volumes, number, and pages. Choices B and D are in APA style.

**37. The correct answer is B.** In MLA style, the publishing city appears after the title of the book if the book was published after 1900.

38. **The correct answer is A.** This statement accurately describes how the first sentence appeals to the reader's emotions (pathos) by evoking feelings of nostalgia and longing associated with the romanticized portrayal of Elizabeth Bennet and Mr. Darcy's relationship in *Pride and Prejudice*. This choice effectively sets the tone for the essay by highlighting the enduring impact of the novel on contemporary audiences.

39. **The correct answer is E.** The transition "Furthermore" would be the most appropriate choice to connect sentence 3 with the preceding sentences, as it signals that the information provided adds to or expands on what has already been discussed.

40. **The correct answer is C.** This option aligns with the idea that mentioning *Swipe and Prejudice* serves to highlight Austen's continued relevance and influence in contemporary media, reinforcing the enduring significance of *Pride and Prejudice* across different generations.

41. **The correct answer is E.** Sentence 7 discusses how Austen explores themes of class, gender, and morality in *Pride and Prejudice*, shedding light on the complexities of social norms and expectations. This demonstrates the depth of Austen's examination of societal issues and underscores the broader cultural relevance of her work beyond mere character development or plot advancement.

42. **The correct answer is C.** Simile is used when the author uses *like* when comparing the photo-taking family to paparazzi.

43. **The correct answer is D.** The casual and friendly tone presented in the passage is well suited to encouraging parents to allow their young children to participate in open-ended play. The information in the passage briefly mentions that educators and child psychologists support open-ended play, but it does not include the necessary empirical or statistical evidence to be appropriate for an audience of medical professionals, eliminating choices A and E. The passage does not proffer information about the effects of playing video games—negative or otherwise—so choice C is incorrect. Choice B presents a highly unlikely scenario.

**44. The correct answer is B.** Pathos is the primary appeal used in the passage. Pathos appeals to an audience's feelings, attempting to sway them by targeting and invoking particular emotional responses. By using the example of a child's enthusiasm for play and introducing a process to unleash her creativity, the author is aiming for a parent's heartstrings. In introducing and describing the process of open-ended play, the author minimally employs logos (choice C), but ethos (choice A) and kairos (choice D) are not evident in the passage, as they relate more to credibility and timeliness, respectively.

**45. The correct answer is E.** This sentence is correct in punctuation, idiom, and sentence structure. The other answer choices have at least one of these error types.

**46. The correct answer is A.** While informative, the passage has a predominantly gentle tone, particularly when describing the gift box and stick-play scenarios, presumably with the purpose of appealing to parents of young children.

**47. The correct answer is C.** In general, the passage discusses the growing popularity of sushi in the aftermath of World War II. Since the passage speaks positively of sushi, discussing what led to its popularity and universality, *celebratory* is the best choice to describe the tone. The other choices are either too negative (choices A, D, and E) or unrelated to the content of the passage (choice B).

**48. The correct answer is B.** The passage notes that sushi "encountered resistance in the West" because "the idea of consuming raw fish" was objectionable. Of the given choices, citing different food preparation customs best captures this idea from the text and identifies why sushi initially struggled to gain popularity in Western cultures.

**49. The correct answer is C.** In sentence 6, *transcending* suggests that sushi evolved beyond its origins to become a symbol of culinary sophistication and cosmopolitanism, indicating a progression or elevation in status.

**50. The correct answer is A.** The passage provides a historical account of sushi's introduction to the Western world, detailing its journey from Japan to Western countries and its adaptation to suit Western tastes. While elements of persuasion or entertainment might be present, such as highlighting sushi's evolution and popularity, the main objective is to convey factual information about sushi's integration into Western culture.

# SAMPLE ESSAY RESPONSES

## First Essay

The following scoring guide for the first essay has been reproduced from the official *CLEP College Composition Exam Guide*. This is the scoring guide used by the College Board for the first essay on the CLEP College Composition exam.

| SCORING GUIDE: FIRST ESSAY | |
|---|---|
| **Scoring Band** | **A typical essay in this category . . .** |
| **6**<br>The essay demonstrates *a high degree of competence and sustained control*, although it may have a few minor errors. | • addresses all elements of the writing task effectively and insightfully<br>• develops ideas thoroughly, supporting them with well-chosen reasons, examples, or details<br>• is well focused and organized<br>• demonstrates superior facility with language, using effective vocabulary and sentence variety<br>• demonstrates general mastery of the standard conventions of grammar, usage, and mechanics but may have minor errors |
| **5**<br>The essay demonstrates *a generally high degree of competence*, although it will have occasional lapses in quality. | • addresses the writing task effectively<br>• is well developed, using appropriate reasons, examples, or details to support ideas<br>• is generally well focused and well organized<br>• demonstrates facility with language, using appropriate vocabulary and some sentence variety<br>• demonstrates strong control of the standard conventions of grammar, usage, and mechanics but may have minor errors |
| **4**<br>The essay demonstrates *clear competence*, with some errors and lapses in quality. | • addresses the writing task competently<br>• is adequately developed, using reasons, examples, or details to support ideas<br>• is adequately focused and organized<br>• demonstrates competence with language, using adequate vocabulary and minimal sentence variety<br>• generally demonstrates control of the standard conventions of grammar, usage, and mechanics but may have some errors |

| SCORING GUIDE: FIRST ESSAY (*CONTINUED*) | |
|---|---|
| **Scoring Band** | **A typical essay in this category . . .** |
| **3**<br>The essay demonstrates *limited competence*. | exhibits ONE OR MORE of the following weaknesses:<br>• addresses only some parts of the writing task<br>• is unevenly developed and often provides assertions but few relevant reasons, examples, or details<br>• is poorly focused and/or poorly organized<br>• displays frequent problems in the use of language<br>• demonstrates inconsistent control of grammar, usage, and mechanics |
| **2**<br>The essay is *seriously flawed*. | exhibits ONE OR MORE of the following weaknesses:<br>• is unclear or seriously limited in addressing the writing task<br>• is seriously underdeveloped, providing few reasons, examples, or details<br>• is unfocused and/or disorganized<br>• displays frequent serious errors in the use of language that may interfere with meaning<br>• contains frequent serious errors in grammar, usage, and mechanics that may interfere with meaning |
| **1**<br>The essay is *fundamentally deficient*. | exhibits ONE OR MORE of the following weaknesses:<br>• provides little or no evidence of the ability to develop an organized response to the writing task<br>• is undeveloped<br>• contains severe writing errors that persistently interfere with meaning |
| **0**<br>The essay is *off topic*. | exhibits ONE OR MORE of the following weaknesses:<br>• provides no evidence of an attempt to respond to the assigned topic<br>• is written in a language other than English<br>• merely copies the prompt<br>• consists of only keystroke characters |

Source: College Board, *College Composition Exams: Exam Guide*, 2023. Available for purchase at https://clep.collegeboard.org/clep-exams/college-composition.

### *Score 6 Sample Essay*

As a student grappling with the myriad choices and challenges that come with adulthood, I hold the belief that prioritizing financial stability lays the foundation for a secure and prosperous future. While the pursuit of happiness is undoubtedly important, I believe that achieving financial stability should take precedence in one's life journey.

First and foremost, financial stability provides a sense of security and peace of mind. In today's unpredictable world, having a steady income and financial resources can shield individuals from unforeseen emergencies and hardships. With financial stability comes the ability to cover basic needs, such as food, shelter, and health care, ensuring a fundamental level of comfort and well-being. As a result, individuals can focus on pursuing their passions and interests without the constant worry of financial instability looming overhead. Moreover, financial stability enables individuals to plan for the future and work toward long-term goals. Whether it's saving for higher education, homeownership, or retirement, having a solid financial foundation allows individuals to invest in their future and build wealth over time. By prioritizing financial stability, individuals can create a roadmap for achieving their aspirations and ensuring a better quality of life for themselves and their loved ones.

Additionally, financial stability fosters independence and autonomy. With financial resources at their disposal, individuals can make informed decisions about their lives and exercise greater control over their circumstances. Whether it's pursuing higher education, starting a business, or embarking on new adventures, financial stability provides individuals with the freedom to pursue their dreams and aspirations without being constrained by financial limitations. Furthermore, prioritizing financial stability does not preclude the pursuit of happiness; rather, it lays the groundwork for a fulfilling and meaningful life. While financial success may not guarantee happiness, it can provide the stability and resources necessary to pursue one's passions and interests. By achieving financial stability, individuals can enjoy peace of mind and focus on cultivating happiness in various aspects of their lives, whether it's through meaningful relationships, personal growth, or leisure activities.

In conclusion, while the pursuit of happiness is undoubtedly important, I firmly believe that prioritizing financial stability is essential for building a secure and prosperous future. By establishing a solid financial foundation, individuals can enjoy greater security, autonomy, and peace of mind, laying the groundwork for a fulfilling and successful life journey. Ultimately, achieving a balance between financial stability and personal happiness is key to leading a well-rounded and meaningful life.

### *Score 4 Sample Essay*

I hold the belief that to prioritize happiness, over financial stability, is important for leading a truly fulfilling and meaningful life. While financial security is important, it should not overshadow the pursuit of happiness and fulfillment.

Happiness is the ultimate goal for many individuals because it encompasses a sense of contentment, satisfaction, and a sense of wellbeing that goes past material wealth. Unlike money, which is often fleating and temporary happiness provides lasting joy and fulfillment that enriches every aspect of life. When happiness is given center stage, individuals are more likely to prioritize experiences and relationships over material things. I've seen this on my own. They invest in activities that bring them genuine joy and fulfillment, whether it's spending quality time with loved ones, pursuing creative passions, or contributing to causes they believe in and they cultivate a sense of purpose and fulfillment that money alone cannot provide.

Putting happiness first makes people happy so they navigate life's challenges more easily. When happiness comes first, positive outlooks are developed by people. Helping them overcome problems, this leads to more satisfaction. So while financial stability is important, in conclusion, it should not overshadow personal fulfillment. This means people can lead more fulfilling and meaningful lives and have purpose. True happiness isn't measured by material goods but by experiences that make life richer. This is my stance on happiness and fulfillment.

### *Score 2 Sample Essay*

I'm totally on bored with the idea that hapiness should come first, no doubt about it. Let me tell you a little about why I feel that way. See, life's not just about money and having a big bank account. Sure, financial stability's important, but its not everything. What really matters is being happy feeling fulfilled and doing what makes you excited to jump out of bed every morning. Take my own experience. A while back, I was stuck in a job that paid well but left me feeling drained and miserable. Sure, the money was good, but I was just going through the motions, not really enjoying life. So, I made the tough call to leave that job and persue something that truely made me happy. And you know what? It was the best decision I ever made.

Now, I'm not saying money doesn't matter at all. Of course, we all need it to survive and take care of ourselves and your loved ones. But if your sacrificing your happiness just to chase after a bigger paycheck, what's the point? At the end of the day, it's all about finding that balance between financial stability and happiness. Sure, it might not always be easy, but prioritizing your happiness can lead to a more fulfilling and meaningful life. And hey, isn't that what it's all about?

## Second Essay

The following scoring guide for the second essay has been reproduced from the official *CLEP College Composition Exam Guide*. This is the scoring guide used by the College Board for the second essay on the CLEP College Composition exam.

| SCORING GUIDE: SECOND ESSAY | |
|---|---|
| **Scoring Band** | **A typical essay in this category . . .** |
| **6**<br>The essay demonstrates *a high degree of competence and sustained control*, although it may have a few minor errors. | • cites sources appropriately<br>• develops a position effectively and insightfully, using well-chosen reasons, examples, or details for support<br>• synthesizes* both sources effectively, with an effective and convincing link between the sources and the position<br>• is well focused and well organized<br>• demonstrates superior facility with language, using effective vocabulary and sentence variety<br>• demonstrates general mastery or the standard conventions of grammar, usage, and mechanics but may have minor errors |
| **5**<br>The essay demonstrates *a generally high degree of competence*, although it will have occasional lapses in quality. | • cites sources appropriately<br>• develops a position consistently, using appropriate reasons, examples, or details for support<br>• synthesizes both sources clearly, with a clear link between the sources and the position<br>• is generally well focused and well organized<br>• demonstrates facility with language, using appropriate vocabulary and some sentence variety<br>• demonstrates strong control of the standard conventions of grammar, usage, and mechanics but may have minor errors |

| SCORING GUIDE: SECOND ESSAY (*CONTINUED*) | |
|---|---|
| **Scoring Band** | **A typical essay in this category . . .** |
| **4**<br>The essay demonstrates *clear competence*, with some errors and lapses in quality. | • cites sources appropriately<br>• develops a position adequately, using reasons, examples, or details for support<br>• synthesizes both sources adequately, with a link between the sources and the position<br>• is adequately focused and organized<br>• demonstrates competence with language, using adequate vocabulary and minimal sentence variety<br>• generally demonstrates control of the standard conventions of grammar, usage, and mechanics but may have some errors |
| **3**<br>The essay demonstrates *limited competence*. | exhibits ONE OR MORE of the following weaknesses:<br>• develops a position unevenly, often using assertions rather than relevant reasons, examples, or details for support<br>• synthesizes one source only or two sources inadequately, or establishes an inadequate link between the source(s) and the position<br>• displays problems in citing sources: citations are confusing or incomplete<br>• is poorly focused and/or poorly organized<br>• displays frequent problems in the use of language<br>• demonstrates inconsistent control of grammar, usage, and mechanics |
| **2**<br>The essay is *seriously flawed*. | exhibits ONE OR MORE of the following weaknesses:<br>• is seriously underdeveloped, providing few or no relevant reasons, examples, or details for support<br>• synthesizes only one source weakly or establishes a very weak link between the source(s) and the position<br>• does not cite any source<br>• is unfocused and/or disorganized<br>• displays frequent serious errors in the use of language that may interfere with meaning<br>• contains frequent serious errors in grammar, usage, and mechanics that may interfere with meaning |
| **1**<br>The essay is *fundamentally deficient*. | exhibits ONE OR MORE of the following weaknesses:<br>• does not develop a position<br>• fails to synthesize the source(s) used or uses no sources at all<br>• contains severe writing errors that persistently interfere with meaning |

*(continues)*

| SCORING GUIDE: SECOND ESSAY (*CONTINUED*) | |
|---|---|
| **Scoring Band** | **A typical essay in this category . . .** |
| **0**<br>The essay is *off topic*. | exhibits ONE OR MORE of the following weaknesses:<br>• provides no evidence of an attempt to respond to the assigned topic<br>• is written in a language other than English<br>• merely copies the prompt<br>• consists of only keystroke characters |

* For the purposes of scoring, *synthesis* refers to combining the sources and writer's position to form a cohesive, supported argument.

Source: College Board, *College Composition Exams: Exam Guide*, 2023. Available for purchase at https://clep.collegeboard.org/clep-exams/college-composition.

### *Score 6 Sample Essay*

Social media platforms have become integral components of contemporary public discourse, offering a space for individuals to engage in meaningful discussions, share diverse perspectives, and advocate for social change. According to Whitelock (2019), "social media has the empowering potential to amplify voices, particularly those of marginalized communities" (p. 145). She emphasizes its role in democratizing communication, allowing individuals from various backgrounds to participate in public discourse and advocate for social justice through features like hashtags and live discussions. Moreover, Whitelock demonstrates the significant impact of social media activism on shaping public opinion and influencing policy decisions, underscoring its potential as a catalyst for positive social change.

However, it's essential to acknowledge the concerns raised by Jones and Baker regarding the negative aspects of social media. They argue that the echo chamber effect and algorithmic biases inherent in these platforms contribute to the spread of misinformation and the proliferation of extremist ideologies (Jones & Baker, 2019, p. 162). Additionally, the anonymity and lack of accountability on social media often foster hostility and incivility, hindering productive dialogue and collaboration. Fake accounts and automated bots further undermine the integrity of online discourse, posing serious challenges to democratic societies. While these criticisms are valid, they should not overshadow the positive potential of social media platforms in shaping public discourse and fostering civic engagement. By providing a

platform for diverse voices to be heard, social media contributes to a more inclusive and representative public discourse. Furthermore, Whitelock demonstrates how social media activism can lead to tangible social and political outcomes, such as influencing policy decisions and advocating for social justice. Therefore, despite the valid concerns raised by Jones and Baker regarding the negative aspects of social media, it's crucial to recognize and leverage the positive potential of these platforms in promoting meaningful dialogue, civic engagement, and positive social change.

In conclusion, while the criticisms leveled against social media platforms by Jones and Baker are valid and warrant attention, it is imperative not to overlook the transformative power these platforms hold in shaping public discourse and advancing societal progress. As Whitelock aptly illustrates, social media serves as a vital tool for amplifying marginalized voices, fostering inclusive dialogue, and mobilizing collective action. By acknowledging both the positive and negative aspects of social media, we can work toward harnessing its potential for positive social change while addressing its shortcomings. Moving forward, it is essential for individuals, policymakers, and technology companies to collaborate in implementing measures that promote transparency, accountability, and civil discourse on social media platforms, ensuring that they continue to serve as agents of empowerment and catalysts for positive societal transformation.

### *Score 4 Sample Essay*

The discourse surrounding the impact of social media on public opinion is complex and has a lot of parts. While proponents argue that social media platforms empower individuals to engage in civic dialogue and advocate for social change, critics say they have a detramental effect on public opinion. For me I would say that social media negatively impacts public opinion due to the spread of false information and lack of accountability. According to Whitelock (2019), social media platforms are lately powerful tools for facilitating civic engagement and shaping public discourse. However, Jones and Baker (2019) present a contrasting perspective, highlighting the negative effects of social media on public conversations. They argue that the echo chamber effect and biases from algorhythyms contribute to the spread of misinformation and the reinforcement of polarized beliefs. Like those that are prejudice and bias.

Whitelock emphasizes how social media enables individuals to participate in public conversations and advocate for social justice through features like hashtags and live discussions. She demonstrates the significant impact of social media activism, on shaping public opinion and influencing policy decisions. However, Jones and Baker raise concerns about the negative aspects of social media, such as the anonymity and lack of accountability in social media interactions, which can lead to hostility and people not being civil.

While both perspectives offer insights, it's clear that the negative aspects of social media, as highlighted by Jones and Baker, cannot be ignored. The echo chamber effect, algorhythmic biases, and lack of accountability contribute to the spread of misinformation, polarization, and the degradation of public discourse (Jones and Baker). Therefore, efforts to mitigate these challenges while maximizing the potential of social media for positive social change are good. By addressing the spread of false information and promoting accountability in online discourse, we can work toward minimizing the negative impact of social media on public opinion and fostering informed, constructive dialogue in the digital age.

### *Score 2 Sample Essay*

Social media is a bit of a mixed bag, offering both benefits and drawbacks to public ideas. Some people think it's great because it gives everyone a chance to speak up and get involved, but others say it just divides us more and spreads a bunch of lies. But really, it's not all one way or the other. Sure, social media can help some groups get their voices heard, but it's also got some downsides, like those echo chambers and biased algorithms. I am not really sure what that means but it sounds bad. In the end, whether social media helps or hurts public discourse depends on how people use it and how it's controlled. Jones and Baker say social media can empower some communities and make their voices louder. They say it's all about democratizing communication and letting everyone join in. But sometimes my aunt posts crazy stuff that I think is a lie. So, yeah, social media is a mixed bag, and we need to be careful how we handle it.

## INTERPRETING YOUR DIAGNOSTIC TEST RESULTS

Now that you've taken the diagnostic test to establish a baseline, it's time to interpret your score. The purpose of a diagnostic test is exactly what

it sounds like—it diagnoses your strengths and weaknesses so you can make informed decisions about how you want to study going forward. This full-length diagnostic test features the ratio of question types and the time allotted to reflect the conditions of the actual exam. CLEP uses a formula to convert your raw score into a scaled score ranging from 20 to 80, so your raw score doesn't translate exactly into your final score on the exam, but your performance on this diagnostic test can help you determine the areas where you might want to direct your focus when studying.

Since the CLEP College Composition exam also includes an essay section, you can only do your best to evaluate how your writing is progressing by using the scoring guide and sample essays provided with your diagnostic test. Try to be honest when evaluating your two essays and give yourself a score between 1 and 6 for each.

The CLEP College Composition exam covers four distinct testing categories, each of which are weighted differently. The essays are not included in this exercise as they are scored on a rubric by readers.

| Category | Percentage of Total Questions |
|---|---|
| Conventions of Standard Written English | 10% |
| Revision skills | 40% |
| Ability to use source materials | 25% |
| Rhetorical analysis | 25% |

Let's look at your diagnostic test scores by category. Record your score for each category in the following chart.

**MY DIAGNOSTIC TEST SCORES BY CATEGORY**

| Category | Question Numbers | Raw Score |
|---|---|---|
| Conventions of Standard Written English | 1–5 | _____ /5 |
| Revision skills | 6–25 | _____ /20 |
| Ability to use source materials | 26–37 | _____ /12 |
| Rhetorical analysis | 38–50 | _____ /13 |
| **Total Raw Score** | | _____ **/50** |

Now, take a moment to self-grade your practice essays. Record your score below and give some justification for your decision, noting where you think you did well and where you may need to improve.

| REFLECTING ON MY ESSAYS | | |
|---|---|---|
| **Essay #** | **Score (1–6)** | **Justification/Observations** |
| 1 | | |
| 2 | | |

## EVALUATING YOUR STRENGTHS AND AREAS FOR IMPROVEMENT

Now that you can see how you performed in each category, reflect on your strengths and areas for improvement.

- What went well for you during the diagnostic test? Which categories were easiest for you?
- What did you struggle with during the diagnostic test? Which categories were hardest for you?
- After your experience, what are some things you want to keep in mind as you study?

Let's look at an example of a hypothetical test taker's diagnostic test scores and self-evaluation as a guide to help you pinpoint your strengths and areas for improvement in the context of the scoring categories.

| DIAGNOSTIC TEST SELF-EVALUATION EXAMPLE | | | |
|---|---|---|---|
| **Full Test Raw Score Goal: 35/50** | | | |
| **Category** | **Correct Answers** | **Strengths** | **Areas for Improvement** |
| Conventions of Standard Written English | 4/5 | I had a good working knowledge of the rules of punctuation. | I need to sharpen my parallelism recognition and verb tense skills. |
| Revision skills | 13/20 | I recognized all of the punctuation errors. | I need to identify an author's tone better. |

| DIAGNOSTIC TEST SELF-EVALUATION EXAMPLE (*CONTINUED*) | | | |
|---|---|---|---|
| **Full Test Raw Score Goal: 35/50** | | | |
| Ability to use source materials | 3/12 | It did not take me a long time to answer these questions. | I need to understand the difference between citation styles. |
| Rhetorical analysis | 7/13 | I knew most of the terms and methods mentioned. | I need to manage my time better because these questions took me longer to answer than others. |
| **Raw Score** | **27/50** | **I understand English conventions pretty well.** | **In general, I need to pay more attention to citation rules.** |

Now fill in your answers based on your diagnostic test results. Try to evaluate your strengths and areas for improvement in each category.

| DIAGNOSTIC TEST SELF-EVALUATION | | | |
|---|---|---|---|
| **Full Test Raw Score Goal: _____ /100** | | | |
| **Category** | **Correct Answers** | **Strengths** | **Areas for Improvement** |
| Conventions of Standard Written English | _____ /5 | | |
| Revision skills | _____ /20 | | |

*(continues)*

| DIAGNOSTIC TEST SELF-EVALUATION (*CONTINUED*) | | | |
|---|---|---|---|
| Ability to use source materials | _____ /12 | | |
| Rhetorical analysis | _____ /13 | | |
| **Raw Score** | _____ **/50** | | |

Keep your reflections on both the multiple-choice and essay questions in mind as you set goals for yourself and create a study plan.

## SETTING GOALS

Now that you've reflected on your diagnostic test experience, think about your goals. If you decided to take your exam tomorrow without

any further preparation, and you did things the exact same way, you would likely perform the same way you did on the diagnostic test. Since you are using this book, you likely have some time to prepare for the exam, which means you have ample opportunity to improve your performance.

As a CLEP test taker, your general goal is to maximize the number of questions you answer correctly so that you have the best chance of scoring high enough to earn credit. The American Council on Education (ACE) recommends a scaled score of 50 (on a scale of 20 to 80) as a credit-earning score for CLEP College Composition and most other CLEP exams. However, individual schools may require a higher score than ACE recommends. Be sure to verify that your institution(s) of choice accept(s) CLEP College Composition exams for credit, then find out the minimum credit-earning scaled score required. Please note that the process for calculating a scaled score from a raw score varies by test subject and test form. There is no universal way to determine whether your raw score will earn you credit. However, the common guidance is that answering 70% of questions correctly (35/50 for the CLEP College Composition exam, 63/90 for the College Composition Modular exam) will put you near the ACE-recommended score. That value can act as a general goal, but first prioritize building on your strengths and addressing the areas of improvement that you identified in your Diagnostic Test Self-Evaluation. From there, you can set a score goal that works for you and make a study plan to achieve it.

## CREATING A STUDY PLAN

When creating a study plan, your first order of business should be to determine how much time you have to devote to preparation. If you have an hour a day for several months, you'll probably approach things differently than someone who is trying to study as comprehensively as possible in two weeks. Figure out how much time you have and set a reasonable goal for how much studying you would like to do in that time. Then, divide up the amount of preparation time you have according to your study priorities. Remember, since this is a composition exam, you'll also want to apportion some of your study time for writing timed practice essays using practice prompts like those in Chapter 9. Only you can determine the best way to divide your study time. However, your diagnostic test offers helpful clues about how to do this most effectively.

## Determining What to Study

The hypothetical test taker achieved a raw score of 27/50 on their diagnostic test. They are aiming for a raw score of 35, meaning they'll need to improve by 8 points to achieve their goal. The test taker can now use this information to plan their study time.

The test taker should start by looking at the categories in which they performed best: conventions of Standard Written English and revision skills. It might seem like this test taker doesn't need to spend any time studying for these categories; however, the high scores mean that these are their strongest categories, so it might be an easy place for them to pick up extra points to make up for the categories that are harder for them. This test taker should consider areas for improvement in these subject areas—they noted that sharpening their skills with parallelism and verb tenses and improving their ability to identify tone would help most—and then make sure to address those weak spots. They may not spend as much time studying for these categories as the others, but they should devote *some* study time to their best categories to improve their score.

Next, they should consider the category in which they had the lowest performance: in this case, ability to use source materials. The 12 questions that will be in this category on the exam are still important to the test taker's overall score, as is their ability to use these skills during the essay section. Even though this category carries less weight than some of the others (like revision skills), the test taker has the most room to improve in this category and should plan to spend a bit of extra time studying for it. Their reflections note that one area for improvement was recognizing the different citation styles, so when they are studying how to use source materials (Chapter 6), they will want to pay extra attention to citation styles. They should also consider the recommended tips and strategies for tackling difficult questions and categories (Chapter 2).

This test taker should continue to apply this analytical process to the remaining categories and consider how much room there is for improvement and how they can use the strategies that will help them most. For example, in multiple categories, they excelled at questions related to punctuation. Consequently, their studying should focus more on other areas. That doesn't mean that they should neglect punctuation entirely, only that other skills should be prioritized.

## Creating a Study Schedule

After this test taker has analyzed their diagnostic test results and prioritized their study plan by category, they can create a schedule. Perhaps they have 1 hour per weekday for 5 weeks to study for their exam. At the end of the 5 weeks, they plan to take a practice test (Chapter 10) a week before their official exam, saving time for any last-minute review based on the results of their practice test. This test taker has 25 total hours to devote to studying before their practice test and 5 more available for review after the practice test. Accordingly, they might plan their time as follows:

| | |
|---|---|
| Ability to use source materials | 6 hours |
| Revision skills | 6 hours |
| Rhetorical analysis | 5 hours |
| Conventions of Standard Written English | 3 hours |
| Practice essays | 4 hours |
| Review before practice test | 1 hour |
| Review after practice test | 5 hours |

Study plans should be designed with flexibility to adjust based on progress. If this test taker felt confident they had reviewed revision skills thoroughly after 5 hours of study and decided to spend a spare hour on another category instead, that would still be a perfectly suitable plan. They could even break down their study plan by day to stay on track.

**STUDY PLAN EXAMPLE**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Week 1** | Source materials | Rhetorical analysis | Source materials | Revision skills | Practice essay |
| **Week 2** | Source materials | Rhetorical analysis | Conventions of SWE | Revision skills | Practice essay |
| **Week 3** | Source materials | Revision skills | Rhetorical analysis | Revision skills | Practice essay |
| **Week 4** | Source materials | Rhetorical analysis | Conventions of SWE | Revision skills | Practice essay |
| **Week 5** | Source materials | Rhetorical analysis | Conventions of SWE | Revision skills | Review |
| **Week 6** | Review concepts missed on the practice test | | | | |

Of course, you can allot your study hours in any way that makes sense for you—and not everyone will be able to plan their studying in such an

orderly fashion. Some test takers will also benefit from focusing on more than one category in each study session. Nonetheless, creating a specific study calendar that dedicates time to studying different categories and returning to them later for review is a good idea. It also is a good reminder that multiple repetitions correlate with a better chance of meeting score goals. Plan to include variety and ample opportunity to review categories you have already studied. If you follow this study plan example, by the time you take your practice test, you will be thoroughly prepared to improve your score.

## USING THIS BOOK

Remember that a CLEP exam isn't just about what you know but also how well you can remember foundational details across the entirety of the material covered in a full composition course. The diagnostic test provides a snapshot of how you might perform on your CLEP exam, but it's not the entire picture—you also likely know which aspects of the subject matter you know better, and which will require more review. Use your diagnostic test to form an initial study plan but recognize that you may need to adjust how you divide your study time as you review the five categories covered on the exam. Each category is covered in Chapters 4–9.

As a reminder, the **bold key terms** throughout this book highlight important concepts that are likely to come up on your exam. Alongside the study plan you make based on your diagnostic test results, these bold key terms can help guide any research you may need to do beyond this guide to feel fully prepared for your CLEP exam. As with all CLEP exams, you may still encounter questions about more obscure topics than those presented in this guide, so utilize any other knowledge or resources you have as you work through the content categories. You can also find a wealth of supplementary materials to fill out your study plan—including full-length practice tests, videos, and interactive presentations—at **www.petersons.com/testprep/product/clep-practice-tests-college-composition**.

Chapter 4

# Conventions of Standard Written English

## OVERVIEW

- Grammar
- Cases
- Sentence Structure and Formation
- Punctuation
- Sentence Faults
- Verb Tenses, Pronoun Cases, and Agreement
- Conclusion
- Readiness Check: Conventions of Standard Written English
- Test Yourself: Conventions of Standard Written English

The key to any successful composition is clarity, and clarity begins with the proper use of Standard English. All college-level students must have a good command of English, so the CLEP College Composition exam dedicates 10% of its questions to conventions of Standard Written English. This chapter provides a review of major rules and concepts that test takers should know.

## GRAMMAR

The rules of grammar govern the ways in which **parts of speech**—nouns, pronouns, adjectives, verbs, adverbs, conjunctions, and prepositions—are organized in a sentence. Grammar rules dictate proper word endings, word order, and word combinations; writers must follow grammar rules to ensure that their compositions are readable and that their message is clear. There are two other facets of writing that influence a writer's message: **diction** and **syntax**. *Diction* refers to a writer's choice of words. A writer's diction can be formal or informal, and it reflects the writer's **style** and sets the **mood** or **tone** for a piece of writing. *Syntax* refers to the grammatical

structure of sentences, and a writer's choices about syntax influence meaning. Understanding diction, syntax, and the parts of speech is fundamental for understanding the conventions of Standard Written English.

## Nouns

A noun describes a person, place, or thing. There are certain kinds of nouns that require specific rules. For example, proper nouns (like names of people or places) are capitalized. Some of the most common grammatical faults are misuses of collective nouns.

### *Collective Nouns*

A collective noun names a group of people or things. Although usually singular in form, collective nouns are treated as either singular or plural (and take a singular or plural verb) according to the sense of the sentence.

A collective noun is treated as singular when members of the group act, or are considered, as a unit:

- The *student council is raising* money for new vending machines in the cafeteria.

A collective noun is treated as plural when the members act, or are considered, as multiple individuals:

- After one of the longest and most fabled droughts in baseball history, the *Boston Red Sox have* finally overcome the "Curse of the Bambino" to win another World Series.

**COMMON COLLECTIVE NOUNS**

| | | | |
|---|---|---|---|
| assembly | commission | crowd | minority |
| association | committee | department | number |
| audience | company | family | pair |
| band | corporation | firm | press |
| board | council | group | public |
| cabinet | counsel | jury | staff |
| class | couple | majority | United States |

## Pronouns

A pronoun is a substitute for a noun. There are several kinds of pronouns—demonstrative, indefinite, interrogative, and personal—each with a specific purpose.

PRONOUNS

| Type | Description | Examples |
|---|---|---|
| Demonstrative | Demonstrate which item or person is indicated | this, that, these, those |
| Indefinite | Demonstrate an item or person with an indefinite number | all, any, nobody, everybody |
| Interrogative | Ask questions | who, whom, which, what |
| Personal | Provide a substitute for the name of a person or multiple people | I, you, we, me, him, her, us, they |

## Adjectives

An adjective is a word that describes a noun. Different types of adjectives fulfill different purposes, and multiple types of adjectives can appear in a single sentence or describe the same noun.

ADJECTIVES

| Type | Description | Examples |
|---|---|---|
| Noun modifier | • Provide details that change your understanding of a noun<br>• Usually appear directly before the noun they describe | She is a *confident* woman.<br><br>I finished a *fascinating* book. |
| Predicate | • Describe the subject of a sentence (always following a linking verb)<br>• Connect to the subject with a linking verb, which is inactive | Gerald is *happy*.<br><br>My aunt feels *sick*. |
| Article | • Appear before the noun to which they point | a, an, the<br><br>*The* doctor took *a* vacation.<br><br>*The* woman saw *a* movie about *an* explorer. |

## Verbs

A verb expresses an action or a state of being. There are four major kinds of verbs: transitive, intransitive, linking, and auxiliary/helping verbs.

## VERBS

| Type | Description | Examples |
|---|---|---|
| Transitive (action) | • Always have a direct object | The dog *broke* her tooth: *Tooth* is the direct object to which the action of the transitive verb (*broke*) is done. |
| | • Require something to receive their action (i.e., something "gets verbed") | The teacher *discussed* the effects of the COVID-19 pandemic: Collectively, the phrase "the effects of the COVID-19 pandemic" is the direct object, and these effects are what is *discussed*. |
| Intransitive (action) | • Do not have a direct object | We are *reading*: There is no direct object to receive the action of *reading*. |
| | • Can become transitive if they take a direct object | We are *reading* a book: The addition of the direct object (*book*) turns the verb *reading* transitive. |
| Linking | • Indicate a state of being | I *am* here: The word *am* links the subject (*I*) with a word that describes its state (*here*). |
| | • Have no action | He *looks* nervous: The subject (*he*) doesn't have to actively do anything to look nervous, so the verb *looks* is not describing any action. |
| | • Link the subject to additional information, such as predicate adjectives | The meal *tasted* delicious: The verb *tasted* links the predicate adjective (*delicious*) to the subject it describes (*meal*). |
| Auxiliary/ helping | • Sometimes use an infinitive (*to* + *verb* form, as in "to ride") to create a verb phrase | Penelope *can* ride a bike: The primary verb *ride* is clarified by the helping verb *can*. |
| | • Sometimes use a participle (a noun or adjective formed from a verb) to create a verb phrase | I *am* looking at the painting: The word *looking* is a participle formed from the verb *look*. The helping verb *am* helps clarify *looking*. |
| | • Always require a primary verb to function and help clarify the primary verb | Opal *will* learn Portuguese in Brazil: The helping verb *will* clarifies when the primary verb *learn* happens—in the future. |
| | • Include all forms of the verbs *to be*, *to do*, *to have*, and *to keep*, as well as *can*, *could*, *may*, *might*, *must*, *ought to*, *shall*, *should*, *will*, and *would* | *Should* I buy that car?: *Should* is a helping verb that clarifies the primary verb *buy*. |

## Adverbs

An adverb modifies a verb, an adjective, or another adverb. Adverbs can answer questions like

- Why? (e.g., *because*, *since*, *therefore*)
- How? (e.g., *quickly*, *well*, *unabashedly*)
- Where? (e.g., *here*, *away*, *north*)
- When? (e.g., *late*, *yesterday*, *now*)
- To what degree? (e.g., *rarely*, *often*, *always*)

### *Conjunctive Adverbs*

Conjunctive adverbs operate like conjunctions, acting as transitions to indicate relationships between sentences. They are used to begin independent clauses. Examples of conjunctive adverbs include *additionally*, *alternatively*, *certainly*, *consequently*, *however*, *meanwhile*, and *furthermore*.

## Conjunctions

A conjunction joins words, sentences, and phrases. There are three types of conjunctions: coordinating, subordinating, and correlative.

CONJUNCTIONS

| Type | Description | Examples |
|---|---|---|
| Coordinating | Link together things that are of equal importance | • for, and, nor, but, or, yet, so<br>• She *and* I went to the park.<br>• Raj sobbed uncontrollably, *yet* he smiled. |
| Subordinating | Link together a dependent clause and an independent clause | • after, although, because, before, despite, since, though, until, whether, and while<br>• *Although* the race was grueling, Sho made it to the finish line. |
| Correlative | Link together equal parts of a sentence by working in pairs | • neither/nor, either/or, such/that, not only / but also, both/and, and whether/or<br>• *Neither* John *nor* his children wanted to move to the new city. |

## Prepositions

A preposition shows position in time or space. Common prepositions are words like *around*, *in*, *over*, *under*, *during*, *after*, and *behind*. A preposition starts a prepositional phrase that usually shows the relationship between a noun or pronoun and the rest of the information in the sentence.

### *Idiomatic Prepositional Usage*

Often, through everyday usage, prepositions are attached to other words, creating specific stock phrases. This is called idiomatic prepositional usage. **Idioms** are phrases that are peculiar to not only a particular language but also to a time and place. There's no strict logic or rule behind their usage—they simply are typically used and understood in particular ways.

Consider the following: You wait *for* (not *about*) a bus, and when it arrives, you get *on* (not *in*) the bus. You may have had to stand *in* (not *under*) the rain. If you decide to call a taxi or get a Lyft instead, when the car arrives, you will get *in* (not *on*) the car. These are examples of idiomatic uses of prepositions. Why you get *on* a bus instead of getting *in* is a very good question. Certain words in English take many prepositions (e.g., one may look at, look in, look through, or look around); however, some only take a certain preposition (e.g., one always disagrees *with* rather than disagrees *against*, or has scorn *for* rather than scorn *at*). Learning the quirks of standard idiomatic usage is part of learning the conventions of Standard English.

## CASES

In English grammar, **cases** determine the different ways nouns and pronouns can appear in a sentence depending on whether they are being used as **subjects**, **direct objects**, **indirect objects**, **prepositional objects**, or **possessives**. There are three cases in English grammar: **nominative (or subjective)**, **objective**, and **genitive (or possessive)**.

NOMINATIVE (SUBJECTIVE) CASE

| Sentence Part | Description | Examples |
|---|---|---|
| Subject | • Describes the person or thing about which the sentence is written<br>• Usually describes the noun that carries out the action created by the active verb<br>• When the verb is passive, the subject is who or what is affected by the action. | *Roberto* joined the band: *Roberto* is the one who joined.<br><br>*She* studied for her exam: *She* is the one who studied.<br><br>*Mobile County* was devastated by the hurricane: The verb phrase "was devastated by" is passive, so even though the hurricane did the devastating, *Mobile County* is the subject because it is who/what was affected by the devastation. |

### OBJECTIVE CASE

| Sentence Part | Description | Examples |
|---|---|---|
| Direct object | • In sentences with active verbs, describes who or what is *directly* affected by the action | We cooked *dinner*: The word *dinner* is the noun affected by the action of the verb *cooked*. |
| | • Is "the thing that gets verbed" rather than "the thing that does the verb" (subject) | Hazel built a *treehouse*: The *treehouse* is the thing that was built by *Hazel* (subject). |
| Indirect object | • Describes who or what is *indirectly* affected by the verb | Nina sent Marco a message: *Nina* (subject) did the sending, *a message* (direct object) is what was sent, and *Marco* is the one indirectly affected (since the message was sent to him). |
| | • May describe to whom or for whom an action is performed | Hap threw the dog the ball: *Hap* (subject) did the throwing, *the ball* (direct object) is what was thrown, and *the dog* is to whom the ball was thrown. |
| Object of the preposition | • Many prepositions require an object. | The fairies danced around Jasmine: *Around* is a preposition and its object is *Jasmine*. The entire prepositional phrase "around Jasmine" tells you where the *fairies* (subject) danced. |
| | • A preposition will *always* be present when a noun is functioning as the object of a preposition. | Perry looked for snails under the bridge: To find the object of the preposition, you simply need to locate the preposition *under* and know that its object will come after it. |

GENITIVE (POSSESSIVE) CASE

| Sentence Part | Description | Examples |
|---|---|---|
| Possessive | • Shows that something is owned by or belongs to another thing | The blue car is mine and Sarah's: Both the personal pronoun *mine* and the addition of *'s* demonstrate to whom the car belongs (the speaker and Sarah). |
| | • Personal pronouns are a common form of possessive. | Is that cat yours?: *Yours* is a possessive personal pronoun. |
| | • Most nouns become possessive with the addition of *'s*. Spelling rules apply. | Our teacher's parrot is loud: Adding the *'s* shows that the *parrot* (subject) belongs to the teacher. |
| | • Sometimes, possessives can be part of other nouns, such as when they are part of a subject. | My sister's boyfriend is very tall: The personal pronoun *my* and the possessive *sister's* are both part of the subject, "My sister's boyfriend." |

Source: Adapted from "The Cases in English," Department of Classics, The Ohio State University, 2024, https://classics.osu.edu/Undergraduate-Studies/Latin-Program/Grammar/Cases/English-Case.

# SENTENCE STRUCTURE AND FORMATION

Proper sentence structure and formation is not just a matter of cleaning up grammar; it's a matter of making it easier for readers to understand ideas. **Parallel structure** and **proper voice** are two components of good sentence structure and formation.

## Parallel Structure

Parallel structure, the repetition of a grammatical form within a sentence, emphasizes ideas and presents items being compared in an equal light. Coordinating conjunctions are often used in parallel constructions.

Here, the repetition of prepositional phrases creates parallel structure:

- **Nonparallel structure:** The thief snuck between the shelves, across the warehouse, and sprinted off.
- **Parallel structure:** The thief snuck between the shelves, across the warehouse, and out the door.

Here, the repetition of similar grammatical forms (the use of the verb *is* + an adjective) creates parallel structure:

- **Nonparallel structure:** Russian is a confusing language to learn because the alphabet is unfamiliar, conjugating verbs, and difficulties with mastery of the accent.
- **Parallel structure:** Russian is a confusing language to learn because the alphabet is unfamiliar, the conjugation of verbs is complex, and the accent is difficult to master.

Although parallel structure is most noticeable in lists, it is important in other parts of writing as well. To be grammatically correct, items being compared should be presented in the same part of speech and used similarly in the structure of the sentence.

### Active versus Passive Voice

Voice, as related to sentence structure, indicates whether the subject of a sentence is the actor (active) or is acted upon (passive). In formal writing, **active voice** is generally preferred because it is more immediate and situates the reader closer to the action.

- **Active voice:** The singer's recent scandal adversely affected ticket sales.
- **Passive voice:** Ticket sales were adversely affected by the singer's recent scandal.

**Passive voice** can be the better choice when you want to emphasize who or what received the action (e.g., "I was struck by lightning" versus "a bolt of lightning hit me").

## PUNCTUATION

Proper use of **punctuation** helps writers communicate more effectively. The following chart provides an overview of important punctuation marks and their placement and function.

PUNCTUATION MARKS

| Mark | Function |
|---|---|
| | **End-of-Sentence Punctuation** |
| Period | • Indicates a statement<br>• Indicates an indirect question |
| Question mark | • Indicates a direct question |
| Exclamation point | • Shows strong emotion or indicates a command<br>• May follow a word, a phrase, or a sentence |

(*continues*)

PUNCTUATION MARKS (*CONTINUED*)

| Mark | Function |
|---|---|
| | **Other Major Punctuation** |
| Comma | Separates<br>• Independent clauses connected by a coordinating conjunction<br>• Introductory clauses and phrases<br>• Dependent and independent clauses<br>• Items in a series<br>• Nonessential and parenthetical elements<br>• Coordinate adjectives preceding the noun they describe |
| Semicolon | Separates<br>• Two independent clauses *not* connected with a coordinating conjunction when the two ideas are closely related<br>• Two independent clauses connected by conjunctive adverbs such as *consequently*, *therefore*, *also*, *furthermore*, *for example*, *however*, *nevertheless*, *still*, *yet*, *moreover*, and *otherwise*<br>• Items in a list (only when the items themselves contain commas) |
| Em dash | • Sets off nonessential and parenthetical material for emphasis<br>• Renames a nearby noun (when commas are already in use)<br>• Indicates a list, restatement, amplification, or dramatic shift in tone or thought |
| Colon | • Precedes a list, long quotation, or statement that illustrates or clarifies the prior information<br>• Can be used only after an independent clause |
| Apostrophe | • Indicates a contraction; appears exactly where the missing letters occur<br>• Indicates the possessive case of nouns: if the noun does not end in *s*—whether singular or plural—an *'s* is added; if the noun ends in *s* only the apostrophe is added |
| Quotation marks | • Indicate direct quotations<br>• Set off dialogue, indicating speech<br>• Signal titles of short literary works |
| Parentheses | • Set off nonessential material<br>• Enclose in-text citations |

Nonessential and parenthetical elements provide extra information that is not necessary for the meaning or grammatical correctness of a sentence. Commas, parentheses, and em dashes can serve similar purposes; they may be used differently based on what the writer wants to emphasize.

## SENTENCE FAULTS

There are three common **sentence faults**, or problems with sentence constructions, that can seriously detract from meaning and hinder a reader's understanding: **comma splices**, **run-on sentences**, and **sentence fragments**. Writers must focus on finding and correcting these faults when writing and **proofreading** their work. The following table provides examples of each fault type and options for corrections.

SENTENCE FAULTS

| Example (Incorrect) | Solution | Correction |
|---|---|---|
| | **Comma Splices** | |
| Sam decided to go back for his umbrella, Jack thought he would get his, too. | • Separate the two clauses with a period or a semicolon.<br>• Join the two clauses using a coordinating or a subordinating conjunction. | Option 1: Sam decided to go back for his umbrella. Jack thought he would get his, too.<br>Option 2: Sam decided to go back for his umbrella, and Jack thought he would get his, too. |
| | **Run-On Sentences** | |
| Sam took his roommate's yellow umbrella he couldn't find his when he left for work. | • Separate equally important clauses with a period or a semicolon, depending on the closeness of ideas.<br>• Separate unequally important clauses with a subordinating conjunction, conjunctive adverb, or transitional phrase. | Option 1: Sam took his roommate's yellow umbrella. He couldn't find his when he left for work.<br>Option 2: Sam took his roommate's yellow umbrella since he couldn't find his when he left for work. |
| | **Sentence Fragments** | |
| Sam taking a yellow umbrella. To the office. | • Correct the verb form.<br>• Connect and/or rewrite subordinate clauses, verbal phrases, and other phrases to form complete clauses. | Sam is taking a yellow umbrella to the office. |

### Comma Splices

Comma splices occur when two or more **independent clauses** are joined only by a comma. Comma splices can be fixed by separating the two

clauses completely with a period or by separating them less completely with a semicolon.

- **Incorrect:** Many believe that voting is not just a right but a civic duty, it is fundamental to democracy.
- **Correct (period or semicolon):** Many believe that voting is not just a right but a civic duty; it is fundamental to democracy.

Comma splices can also be fixed by using a coordinating or a subordinating conjunction to join the two clauses. With a coordinating conjunction, the two clauses remain equal in importance. With a subordinating conjunction, one clause becomes subordinate to the other.

- **Correct (coordinating conjunction):** Many believe that voting is not just a right but a civic duty, and it is fundamental to democracy.
- **Correct (subordinating conjunction):** Many believe that voting is not just a right but a civic duty because it is fundamental to democracy.

The decision about which approach to use when correcting a comma splice is a matter of meaning and style. It's a choice the writer must make. If the ideas are equally important, a coordinating conjunction should connect the two clauses. If one idea is more important than the other, the more important idea should be emphasized and a subordinating conjunction should be used to make the second idea a dependent, or subordinate, clause.

## Run-On Sentences

A run-on sentence has two or more independent clauses that are not connected by either punctuation or a conjunction. As with comma splices, a run-on sentence can be fixed by separating the two clauses with a period if the ideas are equal in importance. If the ideas are equal in importance and closely related, a semicolon can be used between the two clauses. Sometimes, rephrasing is the best solution.

- **Incorrect:** There are numerous benefits to home composting these reasons include reducing methane emissions and recycling organic materials in a way that benefits your soil.
- **Correct (period or semicolon):** There are numerous benefits to home composting. These reasons include reducing methane emissions and recycling organic materials in a way that benefits your soil.
- **Correct (rephrase):** There are numerous benefits to home composting, including reducing methane emissions and recycling organic materials in a way that benefits your soil.

Conjunctions can also be used to correct run-on sentences. As with comma splices, a coordinating conjunction can be used if both ideas should be emphasized equally. If the ideas are not equal in importance, the easiest way to correct the problem is with a subordinating conjunction.

- **Incorrect:** I finally completed my essay for American History 101 it might not be my best work.
- **Correct (coordinating conjunction):** I finally completed my essay for American History 101, but it might not be my best work.
- **Correct (subordinating conjunction):** I finally completed my essay for American History 101 although it might not be my best work.

A conjunctive adverb or a transitional phrase can also be used to correct a run-on sentence. Both options may require rephrasing and/or restructuring the original sentence.

- **Correct (conjunctive adverb):** I finally completed my essay for American History 101; however, it might not be my best work.

There are a variety of conjunctive adverbs and transitional phrases that can be used to solve run-on sentence problems.

| Conjunctive Adverbs | | |
|---|---|---|
| also | incidentally | now |
| anyhow | indeed | otherwise |
| anyway | likewise | similarly |
| besides | meanwhile | still |
| consequently | moreover | then |
| finally | nevertheless | therefore |
| furthermore | next | thus |
| however | nonetheless | |
| **Transitional Phrases** | | |
| after all | by the way | in other words |
| as a consequence | even so | in the first place, in the second place, etc. |
| as a result | for example | on the contrary |
| at any rate | in addition | on the other hand |
| at the same time | in fact | |

## Sentence Fragments

A **sentence fragment** is a group of words that has a period at the end but does not express a complete thought. It may have a verb *form*, such as a

participle, but not function as a verb. The issue can be corrected by altering the verb, keeping in mind the appropriate tense.

- **Incorrect:** Mariah writing the newsletter.

In this sentence, there are a few options for how to adjust the word *writing* so that it forms a grammatically correct independent clause:

- **Correct:** Mariah *is writing* the newsletter.
- **Correct:** Mariah *writes* the newsletter.
- **Correct:** Mariah *wrote* the newsletter.

How a sentence fragment is best corrected depends largely on what kind of error is present in the sentence and the meaning of the clause.

An improperly connected subordinate clause can be rewritten as a connected subordinate clause:

- **Incorrect:** I don't want to go. Because I'm tired.
- **Correct:** I don't want to go because I'm tired.

A phrase can be rewritten as a sentence:

- **Incorrect:** Going to the store after the movie.
- **Correct:** I am going to the store after the movie.

Two phrases can be combined and rewritten as a single new sentence:

- **Incorrect:** My dream. To dance on a Broadway stage.
- **Correct:** It is my dream to dance on a Broadway stage.

Determining which kind of change is appropriate is a matter of judgment. Writers can make any number of decisions depending on what they want to emphasize in the sentence.

## VERB TENSES, PRONOUN CASES, AND AGREEMENT

**Agreement**, or the proper use of both verbs and pronouns in ways that match the meaning of phrases and sentences, is an essential component of composition.

### Verb Tenses

The same verb tense should be used whenever possible within a sentence or paragraph. Shifting from one tense to another should be avoided unless there is a specific reason for doing so.

Naturally, different verb tenses have different forms, but there is some overlap. For example, even though the sentences "He was tall" and "He

was running" both use the verb *was*, the former uses simple past-tense and the latter uses past-progressive tense—*was* acts as a helping verb attached to the word *running*.

Knowing when to choose between the **simple tenses** (past, present, and future) and **perfect tenses** can be challenging as those choices often depend on a writer's intended meaning.

Use present perfect for an action begun in the past and extended to the present:

- Scientists at NASA *have seen* an alarming increase in the accumulation of greenhouse gases.

In this case, *scientists at NASA saw* would be incorrect. What they *have seen* (present perfect) began in the past and extends to the present.

Use past perfect for an action begun and completed in the past before some other past action:

- Despite their preparations, Lewis and Clark *had never encountered* the kinds of challenges that awaited them before their expedition.

In this case, *never encountered* would be incorrect. The action *had never encountered* (past perfect) is used because it is referring to events prior to their expedition.

Use future perfect for an action begun at any time and completed in the future:

- When the American astronauts arrive, the Russian cosmonauts *will have been* on the International Space Station for six months.

In this case, although both actions occur in the future, the Russian cosmonauts *will have been* on the space station before the American astronauts *arrive*. When there are two future actions, the action completed first is expressed in the future perfect tense.

**COMMON VERBS AND THEIR TENSES**

| Infinitive | Present | Past | Future | Present Perfect | Past Perfect | Future Perfect |
|---|---|---|---|---|---|---|
| to ask | ask | asked | will ask | have asked | had asked | will have asked |
| to be | am | was | will be | have been | had been | will have been |
| to become | become | became | will become | have become | had become | will have become |

(*continues*)

## COMMON VERBS AND THEIR TENSES (*CONTINUED*)

| Infinitive | Present | Past | Future | Present Perfect | Past Perfect | Future Perfect |
|---|---|---|---|---|---|---|
| to begin | begin | began | will begin | have begun | had begun | will have begun |
| to come | come | came | will come | have come | had come | will have come |
| to do | do | did | will do | have done | had done | will have done |
| to eat | eat | ate | will eat | have eaten | had eaten | will have eaten |
| to feel | feel | felt | will feel | have felt | had felt | will have felt |
| to find | find | found | will find | have found | had found | will have found |
| to get | get | got | will get | have gotten | had gotten | will have gotten |
| to give | give | gave | will give | have given | had given | will have given |
| to go | go | went | will go | have gone | had gone | will have gone |
| to grow | grow | grew | will grow | have grown | had grown | will have grown |
| to have | have | had | will have | have had | had had | will have had |
| to hear | hear | heard | will hear | have heard | had heard | will have heard |
| to hide | hide | hid | will hide | have hidden | had hidden | will have hidden |
| to keep | keep | kept | will keep | have kept | had kept | will have kept |
| to know | know | knew | will know | have known | had known | will have known |
| to leave | leave | left | will leave | have left | had left | will have left |
| to like | like | liked | will like | have liked | had liked | will have liked |
| to look | look | looked | will look | have looked | had looked | will have looked |
| to make | make | made | will make | have made | had made | will have made |
| to meet | meet | met | will meet | have met | had met | will have met |
| to put | put | put | will put | have put | had put | will have put |
| to say | say | said | will say | have said | had said | will have said |

COMMON VERBS AND THEIR TENSES (*CONTINUED*)

| Infinitive | Present | Past | Future | Present Perfect | Past Perfect | Future Perfect |
|---|---|---|---|---|---|---|
| to see | see | saw | will see | have seen | had seen | will have seen |
| to sleep | sleep | slept | will sleep | have slept | had slept | will have slept |
| to speak | speak | spoke | will speak | have spoken | had spoken | will have spoken |
| to study | study | studied | will study | have studied | had studied | will have studied |
| to take | take | took | will take | have taken | had taken | will have taken |
| to think | think | thought | will think | have thought | had thought | will have thought |
| to walk | walk | walked | will walk | have walked | had walked | will have walked |
| to want | want | wanted | will want | have wanted | had wanted | will have wanted |
| to work | work | worked | will work | have worked | had worked | will have worked |
| to write | write | wrote | will write | have written | had written | will have written |

* Note: For consistency, all verbs are conjugated in the first-person singular.

## Pronoun Cases

Every pronoun must have a clear **antecedent** (the noun that it replaces), have the same **number** (singular or plural) and the same **gender** (where applicable, such as with *he* versus *she*) as the antecedent, share the same point of view (first, second, or third person), and be in the proper pronoun **case** for its use in the sentence: nominative (subjective), objective, or genitive (possessive).

- The nominative (subjective) case is used when a pronoun is the subject of the sentence or when it renames the subject as a subject complement.
- The objective case is used when a pronoun is the object of a verb or preposition.
- The genitive (possessive) case is used when a pronoun expresses ownership. An absolute possessive pronoun can stand on its own without

needing a noun following it to be clear. Absolute possessive pronouns are *mine*, *yours*, *his*, *hers*, *its*, *ours*, and *theirs*.

- A possessive determiner is a genitive (possessive) pronoun that identifies, specifies, or quantifies the noun it precedes. Possessive determiners are *my*, *your*, *his*, *her*, *its*, *our*, and *their*.

PRONOUN CASES

| Form | Point of View | Nominative (Subjective) Case | Objective Case | Genitive (Possessive) Case | Possessive Determiner |
|---|---|---|---|---|---|
| Singular | First person | I | me | mine | my |
| | Second person | you | you | yours | your |
| | Third person | he, she, it, who | him, her, it, whom | his, hers, its, whose | his, her, its |
| Plural | First person | we | us | ours | our |
| | Second person | you | you | yours | your |
| | Third person | they, who | them, whom | theirs, whose | their |

## Pronoun-Antecedent Agreement

A pronoun agrees with its antecedent in person, number, and gender (when applicable). Writers should avoid ambiguity and confusion by making sure that the antecedent of the pronoun is clear. The presence of multiple nouns that share the same gender and number means that the sentence structure must clarify the antecedent to which each pronoun is paired.

- The archaeologists examined the fossilized bone with great care to make sure *they* didn't damage *it*.

In this example, the antecedent of the pronoun *they* is *archaeologists*. The antecedent of the pronoun *it* is *bone*.

A singular verb must be used when referring to indefinite pronouns such as *everyone*, *everybody*, *each*, *every*, *anyone*, *anybody*, *nobody*, *none*, *no one*, *one*, *either*, and *neither*. Some indefinite pronouns—*any*, *more*, *most*, and *some*—are either singular or plural depending on usage. The pronouns *both*, *many*, *others*, and *several* always require a plural verb for agreement.

- Although Union High School's male lacrosse players operate as a team, each knows it's *his* (not *their*) responsibility to arrive on time and in uniform.

- Despite the fact that many of the women came from wealthy families, everyone who attended the Seneca Falls conference on women's rights risked *her* (not *their*) life and reputation.
- When the programmers were questioned, none could be certain if it was *his* or *her* (not *their*) mistake that caused the computer network to crash.

> In everyday English usage, the word *their* is increasingly considered an acceptable substitute for *his* or *her* when the gender of an individual is unknown or when an ungendered pronoun is preferred. Similarly, *they* can substitute for *he* or *she* and *them* can substitute for *him* or *her*.

## Subject-Verb Agreement

There are two important rules about subject-verb agreement:

1. **A verb agrees in number with its subject.** A singular subject takes a singular verb. A plural subject takes a plural verb. There is one major exception to this rule: when the sentence is introduced by the word *there* and the verb is followed by a compound (double) subject, the first part of the subject dictates whether the verb should be singular or plural.
   - There *is one American astronaut* in the shuttle and four Chinese astronauts in the space station.
   - There *were seven students* and one teacher who attended the field trip.

> Some indefinite pronouns (e.g., *anyone*, *everyone*, *someone*, *no one*, and *nobody*) are singular and require singular verbs. Others (e.g., *both*, *few*, *many*, and *several*) are plural. The number of some indefinite pronouns will depend on context.

2. **When compound subjects are joined by *either/or* or *neither/nor*, the verb agrees with the subject closest to the verb.**
   - Neither the violinist nor *the other musicians have had* much experience performing for an audience.
   - Neither you nor *I am* willing to make the sacrifices required of a professional musician.

Even if a word or a group of words come(s) between the subject and the verb, the verb still must agree with the simple subject, and the simple subject is never part of a prepositional phrase.

- Stephen King, the author of hundreds of best-selling novels, novellas, and short stories, *is* also a guitarist and singer in a band.

> The third-person singular form of most present-tense verbs ends in *s*. For other forms, consider the following examples: I, we *speak* (first person); you *speak* (second person); he, she, it *speaks* (third-person singular). He *runs*. She *jogs*. It *jumps*. The woman *sees*. Justin *laughs*. The child *walks*. They *run*.

## CONCLUSION

Most of the conventions of Standard Written English covered in this chapter will already be familiar, but reviewing the concepts can help writers looking to improve their skills. Although the specific rules of grammar may seem overwhelming, most English speakers instinctually understand how to apply the conventions of the language. Writers who consistently check their writing for mistakes in numerous contexts (e.g., emails, letters to friends, work reports, journals, etc.) improve their ability to spot and correct grammar and spelling mistakes.

## READINESS CHECK: CONVENTIONS OF STANDARD WRITTEN ENGLISH

To check how well you understand the concepts covered in this chapter, review the following questions. If you have trouble answering any of them, consider reading through this chapter again and reviewing the key terms before moving on to the next chapter.

- What is the difference between diction and syntax?
- What role does case play in the way a word is used in a sentence?
- What are the general rules regarding type, function, and purpose for the following parts of speech?
  - Nouns
  - Pronouns
  - Adjectives

- Verbs
- Adverbs
- Conjunctions
- Prepositions

- In what ways can the following sentence faults be corrected?
  - Comma splices
  - Run-ons
  - Sentence fragments
- In which circumstances should the following punctuation be used?
  - Periods, question marks, and exclamation points
  - Commas and semicolons
  - Commas, em dashes, and parentheses
  - Apostrophes
- How do the following relate to correct usage?
  - Verb tense
  - Pronoun-antecedent agreement
  - Subject-verb agreement
  - Pronoun case

## TEST YOURSELF: CONVENTIONS OF STANDARD WRITTEN ENGLISH

**Directions:** Read each of the sentences below. If the sentence contains an error, select the answer choice for the underlined portion of the sentence that contains the error. If the sentence does not contain an error, select "No error" (choice E). The Answer Key and Explanations will follow.

1. Aspirin has taken on different forms over (A) its long and illustrious history, dating back over 2,400 years to salicin extracts from the bark of the (B) willow tree, which (C) are metabolized by the human body into salicylic (D) acid an active ingredient of aspirin.

   **A.** its
   **B.** willow tree
   **C.** are
   **D.** acid an active ingredient of aspirin
   **E.** No error

2. The engineering techniques (A) used (B) to build aqueduct arches during the Roman Empire (C) are the same ones that (D) are applied in modern architecture.

   **A.** used
   **B.** to build
   **C.** are
   **D.** are applied
   **E.** No error

3. When Charlotte Curtis (A) became an (B) associate editor of (C) the *New York Times* in the 1970s, (D) there are few women in the field who are taken seriously.

   **A.** became
   **B.** associate editor
   **C.** the *New York Times*
   **D.** there are few women in the field who are taken seriously.
   **E.** No error

4. The Navajo code (A) talkers were renowned (B) for the (C) speed, and accuracy, with which they worked, and officers credited them for the (D) US Marines' success in World War II.

   **A.** talkers
   **B.** for
   **C.** speed, and accuracy,
   **D.** US Marines'
   **E.** No error

5. By providing them with an opportunity to (A) write, produce, and staging their own shows, the festival committee (B) gives our resident writers and actors a chance to present a (C) Talent Night full of (D) singing, dancing, and dazzling the audience with their various other talents.

   **A.** write, produce, and staging their own shows
   **B.** gives
   **C.** Talent Night
   **D.** singing, dancing, and dazzling the audience
   **E.** No error

## Answer Key and Explanations

| 1. D | 2. E | 3. D | 4. C | 5. A |
|---|---|---|---|---|

1. **The correct answer is D.** This underlined portion of the sentence contains an aside regarding salicylic acid that belongs in parentheses. Choice A uses the correct form of the possessive pronoun *its*. Choice B correctly follows the rules of capitalization since "willow tree" is a common noun. The plural verb *are* is correctly in agreement with the plural noun *extracts* in choice C.

2. **The correct answer is E.** The sentence does not contain an error. The application of principles in modern architecture from the past takes place in the present, and the sequence of verbs used in this sentence correctly compares the past with the present.

3. **The correct answer is D.** The sentence refers to the past, so the verbs must be in the past tense, but *are* is in the present tense. Choice A correctly uses the past tense. Choice B correctly uses lowercase letters to describe the general title, *associate editor*. Choice C correctly formats the title of a periodical.

4. **The correct answer is C.** Commas are not needed to separate "speed and accuracy" from the rest of the sentence, as the adverbial phrase does not need to be set off from the verb (the work of the code talkers). Choices A and D show the correct apostrophe use when dealing with plural nonpossessive (*talkers*) and plural possessive (*US Marines*') nouns. Choice B uses the correct preposition (*for*) for the context.

5. **The correct answer is A.** The underlined portion of the sentence is not parallel in structure. The first two verbs are in the infinitive (*to* + verb) form, so the third should also be in that form, not in the present participle form ending in *-ing*. Choice D is correct because the list of gerunds is consistent. Choice B correctly uses a singular verb for the collective noun *committee*. Choice C correctly capitalizes the event title (*Talent Night*).

Chapter 5

# Revision Skills

## OVERVIEW

- Organization
- Author's Authority and Appeal
- Rhetorical Effects and Emphasis
- Conclusion
- Readiness Check: Revision Skills
- Test Yourself: Revision Skills

**Revision** skills are essential to elevating a piece of writing to its finest form. They involve critically analyzing content for **clarity**, **coherence**, **organization**, and **accuracy**. Revision demands a keen eye for detail, a willingness to reconsider ideas, and the ability to reshape sentences and paragraphs for maximum impact. Ultimately, effective use of revision skills transforms a piece of writing from good to exceptional. The importance of mastering revision skills is reflected in the weight of this category on the exam: it represents 40% of the multiple-choice questions. These questions will usually provide an excerpt from an essay and ask about the best way(s) to revise the excerpted passage. Revision skills are also necessary when developing the two essays required in the essay section.

Revision involves examining and improving the content of a composition. Things to look out for while revising include the strength of the composition's **organization**, reasoning, **word choice**, **voice**, sentences, and **evidence**. There are a number of questions writers should consider while examining a piece of writing for revision.

CRITICAL REFLECTION QUESTIONS FOR REVISION

| Element | Potential Questions |
|---|---|
| Organization | • Does the opening sentence hook the reader's interest effectively?<br>• Is the thesis statement clear?<br>• Are each of the body paragraphs focused on a particular topic?<br>• Is the information presented in the best logical order?<br>• Are there smooth transitions between sentences and paragraphs?<br>• Does the concluding paragraph wrap up the composition effectively? |
| Reasoning | • Do the ideas develop the topic sufficiently?<br>• Should any ideas be deleted because they detract from the topic?<br>• Should any ideas be deleted because they are too off topic or otherwise irrelevant? |
| Word choice | • Are the words used sufficiently descriptive and imaginative?<br>• Is the word choice precise?<br>• Are any words or phrases overused, and if so, what is the best way to replace them?<br>• Are the verbs weak or strong?<br>• Is passive voice present? If so, how can it be reworded using active voice? |
| Voice | • Is the voice consistent?<br>• Are any sentences too formal for an overall informal tone or too informal for an overall formal tone?<br>• Does the point of view ever shift? |
| Sentences | • Are a variety of sentence styles used (complex, compound, compound-complex) to prevent repetition? |
| Evidence | • Is there supporting evidence for each claim?<br>• Is the evidence relevant and reliable?<br>• Can any other details be added that might strengthen the main points or sub-claims? |

The answers to these questions can help writers determine which revisions are necessary.

## ORGANIZATION

When writing, it's crucial to arrange thoughts in a logical sequence. Prioritizing the organization of ideas directly reflects a writer's thoughtfulness and **clarity** of expression. When in the revision stage of a composition, verify that the sequence of information presented closely aligns with the specific **purpose** of the assignment.

## Organizational Patterns and Transitions

There are several standard ways to organize a paper, and using transitional words and phrases is an effective way to clarify the selected organizational pattern. **Transitions** connect ideas and show when a writer is moving from one idea to another. Using transitions can help your writing sound more cohesive. Certain transitions are most appropriate for specific patterns, so when revising, be sure to confirm their proper usage. The important thing when revising is to look for opportunities where a transition might add more clarity, or where an existing transition can be updated to better reflect the relationships that exist between sentences and paragraphs. For more information on how to use transitions as well as a list of common transitional words and phrases, see Chapter 8.

## Main Idea, Thesis Statements, and Topic Sentences

It is important that a composition is structured well both at the sentence level and overall. In general, a composition has three distinct sections: an introduction (which includes a thesis statement), a body, and a conclusion. Chapter 8 covers how writers can effectively deploy these elements in their own writing. For the revision skills questions on the multiple-choice exam, it is important to be able to identify these elements and make revision recommendations that are suitable for the purpose, structure, and content of a given text.

The **thesis statement**, or main claim, is the foundation of an argument. It is sometimes simply referred to as a thesis. It is the central point—the thing that the writer is trying to communicate or to persuade readers to believe. Because the thesis is so integral to the meaning and purpose of an argument, it is usually stated in the first paragraph, known as the introduction. Each **introduction** usually starts with an opening line called the hook, which is designed to capture the audience's interest. The sentences between the hook and the thesis statement help provide introductory context so a reader can understand the thesis statement.

To clarify its purpose, the thesis requires more specific ideas. These ideas are the argument's main points or **supporting claims**. **Main ideas** are usually found in both the thesis statement and in the **topic sentence** of each paragraph. Just as the thesis sums up the purpose of an argument, main points may sum up the purpose of each body paragraph in the argument, often by relating back to the argument made in the thesis statement.

A composition's **conclusion** is always tied to its introduction. It often involves restating the thesis in new words, then pushing it further by demonstrating the importance of the ideas. The way an author wraps up their conclusion is a matter of **style**, but it could look like leaving readers with a solution or a call to action, presenting a new perspective of the subject, providing insight for further investigation, or prompting potential routes for deeper research.

Knowing how main ideas, thesis statements, topic sentences, transitions, and other rhetorical elements relate to the organization and structure of an essay will make it much easier to address multiple-choice questions that concern revision. Use context clues provided by these elements to select the best revision(s) for any example passages given.

## Coherence between Sentences and Paragraphs

Just as an essay typically follows a set structure to advance the thesis statement, so too does a paragraph typically follow a structured order to advance its main idea, which should always link back to the thesis statement. Keep in mind that while a main idea / topic sentence and a summary / concluding sentence are usually one sentence each, a writer will likely include multiple sentences of evidence and analysis to make the main idea stronger and to thoroughly develop the paragraph. The sequence of sentences is generally as follows:

1. **Main idea / topic sentence:** The first sentence expresses and summarizes the main idea or purpose of the paragraph, acting as a guide for the reader. In longer pieces, it contributes to developing the central argument or thesis statement.
2. **Evidence:** Supporting evidence is presented next, using examples, facts, statistics, and so on to strengthen the main idea.
3. **Analysis:** Following the evidence, the writer explains its importance, aiming to help the reader understand how it supports the main idea.
4. **Summary / concluding sentence:** The paragraph often concludes with a summary, reiterating the main idea and acting as a transition to the next paragraph in longer passages.

In Chapter 8, a sample paragraph and more information are provided to help writers use these elements in their own writing. On multiple-choice questions related to revision, it is important to understand how each of these elements functions within a paragraph. That way, if an element is missing or misplaced, you can more quickly identify how a sample passage should be revised.

## AUTHOR'S AUTHORITY AND APPEAL

In the Revision Skills section, it's important to recognize how **authority** and **appeal** affect the choices a writer must make. For a writer to achieve their purpose, the reader must be convinced that the information is accurate and credible. These factors speak to the author's authority, which is demonstrated by using credible information from reputable sources, showing one's credentials, or integrating thorough and unbiased research. Appeals are choices and techniques an author uses to convince the reader of their authority on a given argument—this will be discussed further in Chapter 7 along with rhetorical strategies.

### Evaluation of Reasoning

An argument may contain everything it needs—a thesis, main points, supporting details—but it will not be a strong argument if its elements are not well selected and convincingly presented. Arguments must be analyzed to determine their efficacy; there are several key elements to analyze when determining if an argument is sound and strong.

The most essential element of an argument is the evidence used to support it. Without convincing evidence, the most skillfully worded and organized argument in the world will be neither convincing nor effective. The quality of the evidence affects the quality of the argument itself. At the revision stage, look critically at the line of reasoning used in a paragraph or throughout a composition. The **logic** behind an argument must be reliable—it must be grounded by a strong **premise**, which is the argument's essential intention, and reach a conclusion with evidence used to support it.

Which appeals were used to influence the reader—ethical, logical, or emotional? While evaluating a composition, identify these appeals and question their effectiveness. Are they appropriate for the **audience** and the argument? Are they balanced and legitimate or lopsided and misleading? Chapter 7 discusses logical appeals and the relationship between claims and support.

### Consistency of Point of View

Another point of revision to watch for is consistency in the perspective from which a composition is written, or its **point of view** (POV).

POINT OF VIEW PRONOUNS

| Point of view | Pronouns (Possessive Pronouns) | Usage Notes |
|---|---|---|
| First person | • I, me (my, mine)<br>• we, us (our, ours) | • Used to relay personal experiences |
| Second person | • you (your, yours) | • Directly addresses the reader<br>• Works well with process/how-to papers |
| Third person | • they, them (their, theirs)<br>• she, her (her, hers)<br>• he, him (his)<br>• it (its)<br>• one (one's) | • Identifies individuals by proper noun or common noun<br>• *they*, *them*, *themselves* (*their*, *theirs*) commonly used as singular pronouns for gender-fair language |

Shifting between points of view can be confusing for a reader, but it's an easy error for a writer to make:

- **Error due to POV shift:** A *writer s*hould never be unwilling to listen to sound advice offered to *you*.
- **Consistent POV:** *Writers* should never be unwilling to listen to sound advice offered to *them*.

To enhance objectivity and persuasiveness in academic writing, using a third-person point of view is often preferred to using a first- or second-person point of view. On the exam, most of the writing presented in multiple-choice revision skills questions will be in the third-person point of view since it will largely be informative, academic writing. However, there are times when first person or second person is more appropriate. For instance, in this book, the authors occasionally use the second-person point of view when asking questions to prompt readers to think about their own work. In the first essay in the essay section of the exam, writers might use first person when discussing their own experiences, since this is a suitable form of evidence for that essay type.

- **First-person POV:** I think the author makes a strong point.
- **Second-person POV:** You see that the author makes a strong point.
- **Third-person POV:** The author makes a strong point.

Sometimes, the errors that need to be identified in revision skills questions involve identifying the POV and then ensuring that it both remains consistent throughout the passage and is appropriately chosen for the writing task at hand.

## RHETORICAL EFFECTS AND EMPHASIS

**Rhetorical effects**, or rhetorical devices, are deliberate stylistic choices employed by an author to prompt various interactions with a reader, such as providing information, influencing decisions, presenting new perspectives, altering beliefs or behaviors, stimulating thought, or evoking emotions. Writers must be aware of their purpose, audience, and tone when utilizing rhetorical effects. During the revision stage, it is important to make sure these effects are well established and consistent throughout a piece of writing. When evaluating the work of others for revision skills questions, use context clues to evaluate the author's purpose, audience, and tone and make revisions that suit the needs of the given composition.

### Awareness of Audience, Tone, and Purpose

To achieve their purpose, writers must consider the audience they intend to reach. Identifying a target audience is vital to informing, entertaining, or persuading through writing. It will help determine the language, tone, and types of details to include in the composition. For example, the writer of an informative composition to be published in a science journal has a different audience from an elementary school teacher writing a humorous narrative about his first year on the job. These varied audiences and purposes will affect these writers' choices regarding structure, organization, word choice, language, style, research, and many other rhetorical considerations.

Audience analysis begins with asking some essential questions:

- What are the characteristics of the audience?
- What is the age range?
- What language or languages do they speak?
- What is their education level?
- Does this audience share particular beliefs or values?
- Do all the people in this audience study or work in the same field?
- Will the audience be receptive to humor, emotive language, colloquial/informal language, a conversational tone, and/or use of slang?

The audience can find a writer's language to be either relatable or alienating. Therefore, it is crucial to identify the tone of a composition before deciding if its language is appropriate. In writing, tone reflects the author's attitude toward a particular topic. By carefully selecting words, writers

convey their opinions and attitudes to the reader. An author may choose a tone that is formal or informal, assertive or cooperative, uplifting or depressing, informative or skeptical, and so on. Tone goes beyond the literal words used, providing additional context that can either reveal or obscure the author's intentions.

Some language is valid for any purpose and any audience. For example, **inclusive language** should always be used in compositions. Inclusive language is the use of words and expressions that do not exclude or alienate anyone based on gender, race, religion, sexuality, ability, culture, or other demographic factors. To provide but one example, many schools of thought consider it inclusive to use "person-first phrasing" to highlight the humanity of marginalized communities; for instance, someone looking to be inclusive might swap a phrase like "the homeless" for "people experiencing homelessness." Conventions of inclusiveness tend to change over time and may depend on cultural factors. The important thing is to consider how inclusive the composition is for the audience who will read it and make decisions about syntax and word choices accordingly.

## Level of Detail

To support the main ideas in paragraphs, writers need to provide the right amount of detail. The amount of detail depends on the purpose of the work, but the goal should always be to avoid ambiguity.

When a sentence is general and broad, it may sound more like an opinion:

> Most employees were unhappy with the time clock policy because it was impossible to follow.

By specifying which employees, why they were unhappy, and the degree to which they were not in favor of the policy, the information has more authority and becomes more precise:

> On the Q4 employee satisfaction survey, *95% of the part-time staff* selected "*extremely dissatisfied*" when asked about the 5-minute window clock-in and clock-out policy. When asked, many stated *that it was impossible for all 60 employees to clock in or out within 5 minutes before 8 a.m. or after 5 p.m.*

Focus on word choice while revising. Try to use active rather than passive verbs and choose verbs that precisely express meaning. A verb with many

meanings can be replaced depending on the context. For example, the vague verb *put* can be replaced with these words in the following contexts:

- Express (put it mildly)
- Impose (put a curfew on preteens)
- Invest (put her savings into the start-up)
- Lay (put the tray on the table)

When editing, look for opportunities to exchange any multi-word verbs for more succinct options. For instance, forms of *call off*, *find out*, *set up*, and *use up* can be replaced by forms of *cancel*, *discover*, *organize*, and *deplete*.

## Sentence Variety and Structure

A writer should aim for a balance in sentence variety and structure. A text that lacks variety can be identified by observing how each sentence starts. Repeatedly beginning sentences with the same subject, individual's name, pronoun, or transition can distract the reader, as shown below.

> *Sir Francis Bacon* was profoundly interested in the knowledge we could gain from simply observing what goes on around us in the physical world. *Bacon* believed that observing the physical world would produce much more reliable knowledge than simply making up knowledge based on beliefs. *Bacon* published a book in 1620 containing his ideas on the importance of developing knowledge through observation of nature. *Bacon's* book, called *The New Organon*, created a foundation for what is now known as "empirical" science, or science that comes from observing that which can be perceived through our senses.

By changing a few sentence introductions, this scientist's last name doesn't overshadow the point of the paragraph:

> *Sir Francis Bacon* was profoundly interested in the knowledge we could gain from simply observing what goes on around us in the physical world. *He* believed that observing the physical world would produce much more reliable knowledge than simply making up knowledge based on beliefs. *In 1620*, Bacon published a book containing his ideas on the importance of developing knowledge through observation of nature. *This book*, called *The New Organon*, created a foundation for what is now known as "empirical" science, or science that comes from observing that which can be perceived through our senses.

**Sentence length** is also important to consider for variety. Using too many long sentences can overwhelm the reader and detract from the arguments, whereas relying heavily on short sentences can give an argument a rushed or stunted feel.

Similarly, excessive use of a particular sentence structure can impede a reader's engagement with the text. There are often many ways to express an idea, so consider varying sentence lengths accordingly. Longer sentences tend to provide more detail, while shorter sentences can emphasize important points. The four types of sentences—simple, compound, complex, and compound-complex—are distinguished by their use of independent and dependent clauses, conjunctions, and subordinators. The transition from two simple sentences to a compound-complex sentence (or from the latter to the former) creates novelty and a natural rhythm that generally enhances the reader's experience.

- **Simple:** an independent clause without a dependent clause or conjunction
  - Pavel was apprehensive about the potential consequences of his decision. He chose to proceed with his plan.
- **Compound:** two independent clauses joined by a **conjunction**
  - Pavel was apprehensive about the potential consequences of his decision, *but* he chose to proceed with his plan.
- **Complex:** one independent clause and at least one **dependent clause**
  - Although he was apprehensive about the potential consequences of his decision, Pavel chose to proceed with his plan.
- **Compound-complex: multiple independent clauses** and at least one dependent clause
  - Although he was apprehensive about the potential consequences of his decision, *Pavel chose to proceed with his plan; ultimately, he had no regrets*.

## Use of Language

As mentioned in Chapter 4, **diction** and **syntax** reflect a writer's style and set the **mood** or tone for a piece of writing. When revising, consider how the diction and syntax of the composition affect the way it will be received by an audience as well as how content gets communicated.

Reviewing a piece of writing for syntax errors to ensure it maintains English conventions is known as editing or proofreading. While editing, a writer should search for and correct the following error types:

- Spelling
- Grammar
- Word usage
- Capitalization
- Punctuation

Refer to Chapter 4 to review Standard Written English conventions guidelines and examples of how to correct common syntax errors.

## Sentence-Level Errors

The subject of correcting sentence-level errors—comma splices, run-on sentences, and sentence fragments—is covered in depth in Chapter 4, but it bears repeating that proper sentence structure and formation is not just a matter of cleaning up grammar; it's a matter of making ideas clear and understandable to the reader. Sentence faults can detract from meaning and hinder a reader's understanding of the thesis. The following chart describes the faults and their solutions. Refer to Chapter 4 for examples of how to correct these sentence faults.

SENTENCE FAULTS

| Fault Type | Description | Solution |
|---|---|---|
| Comma splice | Two or more independent clauses that are joined only by a comma | • Separate the two clauses with a period or a semicolon.<br>• Join the two clauses using a coordinating or a subordinating conjunction. |
| Run-on | Two or more independent clauses that are not connected by either punctuation or a conjunction | • Separate equally important clauses with a period or a semicolon, depending on the closeness of ideas.<br>• Separate unequally important clauses with a subordinating conjunction, conjunctive adverb, or transitional phrase. |
| Sentence fragment | A group of words that has a period at the end but does not express a complete thought | • Correct the verb form.<br>• Connect and/or rewrite subordinate clauses, verbal phrases, and other phrases to form complete clauses. |

Focus on finding and correcting these faults when writing and proofreading a composition.

## CONCLUSION

Revision, the final stage of writing a composition, involves examining and improving the content of a composition to its best form. It involves critically analyzing content for clarity, coherence, consistency, and accuracy. Revision provides writers the opportunity to review and strengthen the organization, reasoning, word choice, voice, tone, sentence structure, and evidence in a written work. This stage deserves careful attention because revision allows writers to highlight the strengths in their English usage, rhetorical strategies, and resource usage skills.

Of course, a timed essay doesn't offer the luxury of revising at a leisurely pace; test takers should keep the topics covered in this chapter in mind to help them recognize potential problem areas while writing. There will be more opportunities to practice revision skills in Chapters 8 and 9.

## READINESS CHECK: REVISION SKILLS

To check how well you understand the concepts covered in this chapter, review the following questions. If you have trouble answering any of them, consider reading through this chapter again and reviewing the key terms before moving on to the next chapter.

- Why is revision an important step in the writing process?
- What is an organizational pattern, and how does it guide a composition?
- How can the use of transitions strengthen the purpose of a composition?
- What roles do the following components play in a composition?
    - Thesis statement
    - Hook
    - Supporting claim(s)
    - Topic sentence(s)
    - Transitions
    - Conclusion
- How do the following components contribute to coherence between sentences within a paragraph?
    - Main idea / topic sentence
    - Evidence
    - Analysis
    - Summary

- Why is evidence the most essential element of an argument?
- Why is consistency in point of view important?
- What considerations must be made when
  - analyzing an audience?
  - establishing tone?
  - deciding on word choice and the appropriate level of detail?
- What pitfalls should a writer avoid regarding
  - sentence variety and structure?
  - sentence level errors?

## TEST YOURSELF: REVISION SKILLS

**Directions:** In this exercise you will be given drafts of essay excerpts. Parts of the excerpts may need corrections.

**Questions 1–3 refer to the following passage.**

(1) The United States prides itself on being a society in which anyone can make their own fortune. (2) Stories abound about self-made men like Horatio Alger rising from rags to riches over the course of a single lifetime. (3) In many cases, these stories are true; the social class system in the United States has permeable barriers and success stories are frequently lauded in media and popular culture.

(4) Finally, for the most part, social mobility is relatively rare and hard to attain. (5) Structural barriers—stratified neighborhoods separating rich and poor, unequal access to education, and limited life chances and choices for those less privileged—make it very difficult for people to move to a higher social class. (6) The economic mobility that does exist is more frequently negative than positive; it is far more common to lose wealth and status due to lifestyle choices, mismanagement of wealth, or simple bad luck.

**1.** The student would like to include the following sentence in the essay. Where would be the best place to insert the sentence?

*Enough hard work and dedication might allow someone to "pull themselves up by their bootstraps" and ascend from one social class or socioeconomic status to another.*

**A.** Before sentence 1 in paragraph 1
**B.** After sentence 1 in paragraph 1
**C.** After sentence 2 in paragraph 1
**D.** After sentence 3 in paragraph 2
**E.** After sentence 4 in paragraph 2

**2.** In context, which of the following is the best revision to the underlined portion of sentence 4 (reproduced below)?

*Finally, for the most part, social mobility is relatively rare and hard to attain.*

**A.** Likewise,
**B.** Consequently,
**C.** Furthermore,
**D.** However,
**E.** Evidently,

**3.** Which of the following most accurately describes the author's tone in the passage?

**A.** Neutral
**B.** Indifferent
**C.** Skeptical
**D.** Laudatory
**E.** Informational

**Questions 4 and 5 refer to the following passage.**

(1) The nervous system is divided into the somatic nervous system, the autonomic nervous system, and the central nervous system. (2) Neurons in the somatic nervous system are associated with voluntary actions, such as seeing, hearing, smelling, chewing, and moving one's arms and legs. (3) The autonomic nervous system monitors involuntary actions, such as heart rate and blood pressure. (4) The central nervous system consists of the brain and spinal cord. (5) It is a network of more than 100 billion individual nerve cells responsible for learning, memory, and activity coordination.

**4.** Which of the following, if inserted immediately before sentence 1, would make the best introduction to the passage?

**A.** The nervous system is employed by electrical and chemical methods.
**B.** The nervous system facilitates communication among electrical and chemical methods in all parts of the body.
**C.** When you study anatomy, you will learn that the nervous system facilitates communication among all of your body parts.
**D.** Communication among all parts of the body is facilitated by electrical and chemical methods of the nervous system.
**E.** Employing both electrical and chemical methods, the nervous system facilitates communication among all parts of the body.

**5.** Which of the following is the best way to combine sentences 4 and 5 (reproduced below)?

*The central nervous system consists of the brain and spinal cord. It is a network of more than 100 billion individual nerve cells responsible for learning, memory, and activity coordination.*

**A.** The central nervous system consists of the brain and spinal cord; it is a network of more than 100 billion individual nerve cells responsible for learning, memory, and activity coordination.
**B.** The central nervous system consists of the brain and spinal cord, it is a network of more than 100 billion individual nerve cells responsible for learning, memory, and activity coordination.
**C.** The central nervous system consists of the brain and spinal cord; and it is a network of over 100 billion individual nerve cells that are responsible for learning, memory, and activity coordination.
**D.** The central nervous system consists of the brain and spinal cord—it is a network of more than 100 billion individual nerve cells—responsible for learning, memory, and activity coordination.
**E.** The central nervous system consists of the brain and spinal cord (it is a network of more than 100 billion individual nerve cells responsible for learning, memory, and activity coordination).

## Answer Key and Explanations

| | | | | |
|---|---|---|---|---|
| **1.** B | **2.** D | **3.** C | **4.** E | **5.** A |

**1. The correct answer is B.** The sentence in this question acts as supporting evidence for the topic sentence and transitions to the examples in sentence 2, which describes the stories of self-made men. By introducing "hard work" and "dedication," this sentence provides valuable information about the mechanisms that inform people of the United States' belief in class mobility. Placing the sentence elsewhere in paragraph 1 (choices A and C) would interrupt the paragraph's logical progression. Placing the sentence in paragraph 2 (choices D and E) would contradict the paragraph's topic.

2. **The correct answer is D.** The essay presents a contrast between an ideal scenario described in paragraph 1 vs. reality in paragraph 2, and *however* provides the best transition between them. Each other option implies a connection between the ideas in the two paragraphs, either through similarity or causation, that is not consistent with the contrasting ideas that are explained between the two sections.

3. **The correct answer is C.** The author makes conscious choices in the text to mislead the reader for rhetorical effect, meaning that choices A, B, and E can be eliminated. After painting a mental picture for readers of the ideals of the American dream, the author shatters the image with the realities of social barriers, establishing a skeptical tone about the possibility for most people to attain that dream (choice C) and eliminating choice D.

4. **The correct answer is E.** The given passage is informative and maintains a more objective, third-person perspective while informing the reader about the purpose and mechanics of the nervous system. Choice A is too specific to function as a topic sentence, as it describes specific mechanisms in the nervous system. Choices B and D are confusingly worded, making it difficult to discern which of the listed parts and processes fit within the functions of the nervous system. Choice C uses second person, which makes it more informal and less objective than other parts of the paragraph, so it is not an ideal choice either. This leaves choice E, which most clearly explains the topic of the paragraph in a tone that is consistent with the rest of the sentences.

5. **The correct answer is A.** The best way to combine these two simple independent clauses is to separate them using a semicolon. Using a comma to combine the sentences creates a comma splice. Combining the sentences using both a semicolon and a conjunction (choice C) is incorrect punctuation use. Neither dashes (choice D) nor parentheses (choice E) are appropriate, as the information about the nerve cells is too relevant to be parenthetical.

Chapter 6

# Using Source Materials

## OVERVIEW

- Using Reference Materials
- Evaluating Resources
- Integrating Sources
- Documenting Sources
- Conclusion
- Readiness Check: Using Source Materials
- Test Yourself: Using Source Materials

The ability to use source materials is a necessary skill across academic, professional, and creative domains. It is critical for college students to be able to effectively locate, access, and leverage diverse reference materials to enrich their research and support their arguments. After locating reference materials, writers must evaluate the **credibility**, **reliability**, and **relevance** of the information. Next, they must be able to choose appropriate resource materials and integrate them as sources into their compositions to support their writing with diverse perspectives, data, and evidence. Finally, they must document sources using accurate **citations**, adhering to **citation styles**, and ethically acknowledging the intellectual contributions of others. The CLEP College Composition exam dedicates 25% of its questions to the use of source materials, and this chapter reviews each of the components that test takers will need to know.

## USING REFERENCE MATERIALS

Reference materials are resources a writer consults in the composition of a piece of writing. Reference materials are crucial sources of information for writers broadening their knowledge base and building informed arguments. Understanding how to best use reference materials includes recognizing the differences between **primary resources** and **secondary resources** and the different ways they can be used.

PRIMARY AND SECONDARY RESOURCES

| Primary Resources | Secondary Resources |
|---|---|
| Diaries | Encyclopedias |
| Interviews | Reviews |
| Speeches | Textbooks |
| Artifacts | Biographies |
| Autobiographies | News and Academic Articles |
| Trial Transcripts | Editorials and Opinion Pieces |
| Official Government Documents | Dictionaries |

## Primary Resources

Primary resources are the foundation of research. These resources provide firsthand accounts, original data, immediate observations, and unfiltered perspectives on a given topic. Primary resources may include documents, artifacts, interviews, and other materials created at the time of the event or circumstances the writer is evaluating. Engaging with primary sources helps writers explore historical contexts, cultural nuances, and authentic voices, allowing them to develop a deeper understanding of the subject matter.

## Secondary Resources

Secondary resources are sources of **analysis**, interpretation, and **synthesis** of information gathered from primary sources. These may include scholarly articles, textbooks, literature reviews, and documentaries that process and contextualize primary data for broader audiences. Secondary resources play a crucial role by helping writers expand their existing knowledge, identify patterns, and synthesize diverse perspectives to inform their research inquiries and intellectual discussion.

> Once a writer has evaluated resources and determined which they want to use, their choices become the sources for their composition. Despite this subtle difference in terminology, it is common for the terms *resource* and *source* to be used interchangeably.

Effective use of secondary resources requires critical engagement and judgment. It's important for writers to evaluate the credibility, relevance, and **biases** of the secondary materials they consult to ensure the integrity and validity of their findings. By cross-referencing information from

multiple secondary resources, writers can verify evidence, identify gaps in their knowledge, and construct well-rounded arguments grounded in scholarly consensus and empirical evidence.

Using reference materials requires diligence, critical thinking, and ethical awareness. Mastering the distinction between primary and secondary resources, honing the skills to evaluate and integrate diverse sources, and adhering to rigorous documentation standards can help writers navigate the complex landscape of information with confidence and integrity.

## EVALUATING RESOURCES

Evaluating resources is the foundation for developing effective information literacy, critical thinking, and quality research. It is important to critically assess resource materials to ensure the quality and accuracy of information. The key components of evaluating research resources include checking relevance, reliability, credibility, and **reputability** and identifying **bias** and **hidden agendas** to make informed judgments about their trustworthiness. Learning how to evaluate resources helps writers make informed decisions, strengthen arguments, and avoid spreading misinformation.

### Evaluating Research Resources

Writers should begin by investigating various types of primary and secondary resources. These could include academic journals, books, websites, and multimedia materials. There are four key steps in evaluating a research resource.

1. Assessing the **authority** of the authors and publishers: Does it make sense for this author or publisher to disburse information, or do they lack certain credentials or relevance that would make them trustworthy enough to speak on the topic? Reputable sources will have adequate knowledge to speak authoritatively on the topic.
2. Examining the **currency** of the information: Is this the most recent information available on the topic, or is there a reason that the date of this information is most relevant to the topic at hand? Researching some topics, such as historical events, may necessitate using older resources, while other topics, such as scientific research, may have strict guidelines for how recent a source should be to be considered current. The most recently available information is usually the most useful.

3. Determining the accuracy of the information: Does the resource hold up to **fact-checking** against other resources or does it seem to contain inaccurate or misleading information? Dates and other hard facts should be verified whenever possible to ensure that the resource aligns with other current information on the topic. A high degree of authority (see step 1) can also reinforce the accuracy of a resource; for example, a recent publication from a highly reputable resource like a well-regarded academic journal is likely to be accurate.
4. Evaluating the objectivity of the content: Does the resource take a fair and balanced stance or is it influenced by a particular bias or point of view? Considering whether the research has been sponsored by a corporate, governmental, or other interested party is important to determine whether the author of the resource is motivated to support a particular perspective rather than objective facts. The objectivity of a resource can be hard to determine, which is why it is important to consider its accuracy and authority as well.

Writers should be cautious and critical in their evaluation of resources while researching and be sure to pull information from trusted resources. From manipulative marketing ploys to fake news sources, many widely available resources are not academically acceptable or are considered too biased to be accurate. Others may be acceptable in one context but unacceptable in another. Writers should pay close attention to any specific requirements whenever they conduct research for a composition. Extensively evaluating research resources is the best way to ensure the integrity of scholarly work.

## Relevance and Reliability

Relevance and reliability are crucial factors for resources used in a composition. Relevance is the extent to which information addresses the topic at hand. Whenever evaluating a resource, writers must determine whether the information is applicable to their topic. If the information does not directly pertain to their research, it is not relevant. Reliability is the measure of the trustworthiness and accuracy of information. When evaluating the reliability of a resource, writers must consider whether the resource is current—if the information is outdated, there is a chance it will not be reliable. If a resource is not reliable, then it should not be used.

## Credibility and Reputability

Credibility and reputability are both indicators of the trustworthiness of a resource. For a resource to be considered credible, it needs to be backed by evidence, expertise, and reliability. If a resource is reputable, it should come from a publisher or entity with a history of producing accurate and reliable information. For example, a book published by a university press is generally considered reputable because it is backed by the credibility and prestige of a respected university. Writers should verify the reputability and credibility of both the author and the publisher to confirm their authority on the topic. Using sources that are both credible and reputable will ensure the validity and integrity of any research findings.

## Bias and Hidden Agendas

Bias and hidden agendas can significantly impact the reliability and the objectivity of a resource. If something is **objective**, it is not influenced by personal feelings and opinions. A biased resource presents one-sided information without sharing alternate perspectives. If something is biased, it is considered **subjective**. Biases are influenced by personal beliefs, cultural norms, or institutional affiliations, rather than fact and evidence. Hidden agendas are undisclosed motives or interests that compromise the integrity of a resource. They are often present in advertisements that use manipulated data, paid testimonials, and other unproven information. When evaluating the reliability of a resource, writers must consider bias and hidden agendas to maintain the integrity of their research. The following two mnemonics are valuable for writers evaluating resource materials.

### *ABC*

- **A**genda: Is the author pushing their point of view?
- **B**ias: Does the author offer only one perspective without showing the other side?
- **C**redibility: Are the author and publisher trustworthy?

### *RRR*

- **R**elevance: Does the material connect to the argument being made?
- **R**eliability: Is the resource trustworthy and accurate?
- **R**eputability: Is the resource from a known expert or an authority on the topic?

> Another fun mnemonic for remembering how to evaluate resources is CRAAP, which stands for currency, relevance, authority, accuracy, and purpose.

Evaluating resources empowers writers to navigate the vast sea of information with insight and accuracy. Not all resources are valid. When checking a resource, writers must look at the relevancy, reliability, credibility, and reputability of the resource and consider any potential bias or hidden agendas. If a resource is questionable in even one of these areas, writers should strongly consider finding another resource.

## INTEGRATING SOURCES

After finding and verifying resources and selecting which to use as sources, the writer must integrate them into their composition. The goal is to incorporate information from various resources seamlessly into a composition while maintaining clarity, coherence, and credibility. Writers must give credit to the original author(s); correctly integrating and documenting source material is critical to avoid **plagiarism**. Plagiarism occurs when an individual takes someone else's ideas or work and passes it off as their own. This includes directly copying someone else's words without attribution or rewording or repeating someone's ideas, findings, or arguments without proper credit. It is a serious offense in academic environments and can have severe consequences—most schools and institutions have specific policies on plagiarism.

> Failure to give credit after summarizing, paraphrasing, or using direct quotations is plagiarism.

The three most common ways to integrate source material into writing are **summarizing**, **paraphrasing**, and using **direct quotations**.

### Summarizing and Paraphrasing

Both summarizing and paraphrasing are techniques used to condense and restate information from a source without using the source's exact phrasing. Summarizing is when a writer takes the key ideas and main points

from the text and puts them into their own words. Summarizing a source will condense the information from the original resource to only the main ideas and thus will be shorter in length.

In contrast, paraphrasing is when a writer restates someone else's ideas in their own way. This will typically modify the length of the information included, but since ideas are simply being restated rather than distilled and condensed as they would be when summarizing, the length should be similar to the original passage.

Mastering the arts of summarizing and paraphrasing and incorporating both into their compositions helps writers develop stronger arguments and demonstrate a deeper understanding of content.

## Using Direct Quotations

Direct quotations are the exact words or phrases from a source and they must be placed within quotation marks. Writers should use direct quotations when the language used by the original author is particularly vivid, eloquent, or significant. Each direct quotation must be attributed to the original author.

**SUMMARY, PARAPHRASE, AND DIRECT QUOTATION**

| Summary | Paraphrase | Direct Quotation |
|---|---|---|
| Overview of the main ideas of the text in one's own words | Some rephrasing to convey all points in one's own way | Word for word from the source |
| Condensed to only the main ideas, shorter than the original text | Slightly modified or similar length as the original text | The same length as the original text |
| Citation at the end of the summary | Citation at the end of the paraphrase | In-text citation directly after the quotation |

The integration of source materials is an essential skill for academic success, enabling writers to engage with existing content, build on others' ideas, and contribute meaningfully to their fields of study. By mastering techniques like summarizing, paraphrasing, and using direct quotations, writers enhance the credibility of their work and strengthen arguments. Proper documentation of those sources is an important task for all writers.

## DOCUMENTING SOURCES

Proper documentation of sources is essential in academic writing to acknowledge the contributions of other scholars, demonstrate the academic integrity of the writer, and enable readers to locate the original sources for further exploration. Documenting sources involves providing accurate references to the sources of information the writer used in the composition. This must be done both within the body of the composition in the form of **in-text citations** and at the end of the composition in a reference list.

There are numerous styles of citations that may be used depending on the purpose of the writing. For example, a student writing a paper for a humanities class will likely use MLA citation style while a student in a social sciences class will likely use APA. The citation style should be chosen before writing begins, and writers should keep organized notes during their research to help with documenting sources. When in doubt about whether to cite something, writers should err on the side of caution and cite any external sources used while writing.

### Citation Styles

When using any outside resources in a composition, it is important to document the sources in the proper citation style. Popular citation styles include **Modern Language Association (MLA)**, **American Psychological Association (APA)**, and **Chicago/Turabian**, but there are many others as well, such as **American Medical Association (AMA)** and **Council of Science Editors (CSE)**, which are used for medical and science research. Different schools, disciplines, and institutions have different preferred citation styles. Writers must always pay attention to the preferred citation style—preferences may vary between classes, disciplines, and publications. Style guides for each major citation style are available in libraries and online and will show how to cite a given source.

> Turabian is a simplified version of Chicago style, so they are sometimes grouped together. Turabian is used more commonly for academic research papers, whereas Chicago is used for professional publications. The main difference between them is how notes are numbered.

## In-Text Citations

When summarizing, paraphrasing, or using direct quotations, it is important to include in-text citations so that readers know which information came from another source and where to find it. In-text citations are typically either parenthetical or in the form of footnotes or endnotes.

An alternative to using a traditional in-text citation involves integrating the author's name to introduce a direct quotation rather than including it in a citation. This is particularly useful when introducing an author for the first time within a composition.

- **Author's name not integrated:** "It is inconceivable, irresponsible, and irreverent to even consider the possibility that this spurious canvas dross emanated from the hand of Johannes" (McKensie, 2021).
- **Author's name integrated:** According to critic Malik McKensie, "it is inconceivable, irresponsible, and irreverent to even consider the possibility that this spurious canvas dross emanated from the hand of Johannes" (2021).

No matter the citation style, the source of the information (book, website, academic journal, etc.) should be identified. Within each specific citation style, there are varying requirements depending on the source. The following table offers a brief comparison of in-text citations of three common citation styles.

IN-TEXT CITATION STYLES

| Style | Citation | No Author | No Publication Date / Page Numbers |
|---|---|---|---|
| MLA | (Author's Last Name Page Number)<br><br>(Bennett 5) | If the author's name is not given, use the title of the text.<br><br>(*Dog Heroes* 5) | If the source does not use page numbers, just use the author's last name.<br><br>(Bennett) |
| APA | (Author's Last Name, Year of Publication)<br><br>(Bennett, 2023) | If the author's name is not given, use the title of the text.<br><br>(*Dog Heroes*, 2023) | If the source does not include a date of publication, abbreviate the words *no date*.<br><br>(Bennett, n.d.) |

(*continues*)

IN-TEXT CITATION STYLES (*CONTINUED*)

| Style | Citation | No Author | No Publication Date / Page Numbers |
|---|---|---|---|
| Chicago/ Turabian: Author-date system | (Author's Last Name Year of Publication, Page Number)<br><br>(Bennett 2023, 5) | If the author's name is not given, use the title of the text.<br><br>(*Dog Heroes* 2023, 5) | If the source does not include a date of publication, abbreviate the words *no date*.<br><br>(Miles, n.d.) |
| Chicago/ Turabian: Notes and bibliography system | Citations appear in numbered footnotes or endnotes.<br><br>Full note:<br>1. Tracy Bennett, *Dog Heroes* (New York: Penguin Press, 2023), 5.<br><br>Shortened note:<br>1. Bennett, *Dog Heroes*, 5. | Full note:<br>1. *Dog Heroes* (New York: Penguin Press, 2023), 5.<br><br>Shortened note:<br>1. *Dog Heroes*, 5. | For electronic sources that provide no publication date, list the access date.<br><br>Full note:<br>1. Jessica Miles, "The Basics of Archives Management," accessed May 14, 2023, https://www.archivalstudies.org/jessica_miles_basics.<br><br>Shortened note:<br>1. Miles, "Archives Management." |

## References Section

A references section is a list of all the sources cited in the document, arranged alphabetically by the authors' last names or, if no author is provided, by title. These sections are variously called works cited pages (MLA), reference pages (APA), or bibliographies (Chicago/Turabian). As with in-text citations, there are nuances in formatting between the references sections of each style. The required style should be confirmed in advance for each writing assignment or project. The information required depends on the type of source (book, website, interview, etc.), but the following information will typically need to be located:

- Author(s)
- Title
- Publisher
- Date published
- Date accessed
- URL (if from a website)

If some information is unavailable, such as the date of publication, all style guides permit the omission of that part or the use of a placeholder (such as "n.d.")—the important thing is that all information that *can* be found is included in the full citation. All punctuation, italics, and quotation marks should be checked carefully.

The following table covers citation formatting in MLA, APA, and Chicago/Turabian styles. In general, MLA is used in humanities; APA is used in social sciences and education; and Chicago and Turabian (a simplified version of Chicago style typically used by students) are used in business, fine arts, and humanities.

**COMMON CITATION STYLES**

| In-Text Citation | Book | Website | Journal Article |
|---|---|---|---|
| | | **MLA** | |
| (Author's Last Name Page Number) | Author's Last Name, First Name. Title of Book. City of Publication, Publisher, Publication Year. | Author's Last Name, First Name. "Title of Page." Title of website, Publisher (omit if same as website title), Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). | Author Last Name, First Name. "Title of Article." Journal Title, Volume, Issue, Publication Year, Page Range. |
| | | **APA** | |
| (Author's Last Name, Year of Publication) | Author's Last Name, F.M. (Year of publication). Title of work: Capital letter also for subtitle. Publisher Name. DOI (if available). | Author's Last Name, F. M. (Publication Year, Month Date). Title of page. Site Name. URL.<br><br>F.: Initial of first name<br>M.: Initial of middle name | Author's Last Name, A. A., Author's Last Name, B. B., & Author's Last Name, C. C. (Publication Year). Title of article. Title of Journal, volume number(issue number), Page range. DOI (if available). |

(*continues*)

COMMON CITATION STYLES (*CONTINUED*)

| In-Text Citation | Book | Website | Journal Article |
|---|---|---|---|
| | **Chicago/Turabian** | | |
| (Author's Last Name Year of Publication, Page Number) | Author's Last Name, First Name. Book Title: Subtitle. Place of Publication: Publisher, Publication Year, Page range. | Author's Last Name, First Name. "Page Title." Website Name. Publication Month Day, Year. URL. | Author's Last Name, First Name. "Article Title." Journal Name Volume, no. Issue (Publication Month or Season Year): Page range, DOI/URL if online. |

Proper documentation of sources is essential for maintaining academic integrity and facilitating communication. By mastering the basics of citing and referencing sources according to the guidelines of different citation styles, writers can effectively acknowledge the intellectual contributions of others, support their claims with evidence, and contribute to building knowledge.

## CONCLUSION

The backbone of research compositions is effective vetting, integration, and citation of source materials. Exercising due diligence ensures accurate, credible, relevant, timely, and objective research on which writers can base their own compositions. This enables them to present well-developed, analytical, and critical writing. These skills are crucial for writers in both the academic world and the professional world.

## READINESS CHECK: USING SOURCE MATERIALS

To check how well you understand the concepts covered in this chapter, review the following questions. If you have trouble addressing any of them, consider reading through this chapter again and reviewing the key terms before moving on to the next chapter.

- What is a primary resource? What are examples of primary resources?
- What is a secondary resource? What are examples of secondary resources?
- Why are outside sources necessary in constructing arguments?
- What makes a source relevant?
- What makes a source reliable?

- How do sources build credibility?
- How does an author demonstrate reputability?
- What is bias?
- How do hidden agendas affect the reliability of a source?
- What is the difference between objective and subjective?
- What is summarizing?
- What is paraphrasing?
- When should paraphrasing be used?
- What is a direct quotation? When should direct quotations be used?
- How are in-text citations used and what is their purpose?
- What is plagiarism? How do you avoid plagiarism?
- What is the purpose of properly documenting sources in academic writing?
- Why is it important to confirm the citation style before starting to write an academic paper?
- What are the key components required when creating a references section?
- Why is it recommended to err on the side of caution and create a citation for any information used in your text that is not an original idea?
- How should sources be arranged in the references section of an academic paper?

## TEST YOURSELF: USING SOURCE MATERIALS

**Directions:** Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one best answer for each. The Answer Key and Explanations will follow.

1. Why might a student decide to use a secondary source over a primary source?

   **A.** The student wants to use a firsthand account of an event that happened.
   **B.** The student wants to save time and doesn't feel like reading the original source.
   **C.** The student doesn't think the primary source will be accurate because they don't agree with the author.
   **D.** The student is looking for original data from peer-reviewed sources to support a claim.
   **E.** The student wants to provide a broader overview of the topic, which may be helpful for gaining a general understanding.

2. Why is it important to assess the credibility of the author and publisher?

   **A.** To ensure the source is biased
   **B.** To recognize the trustworthiness of the information
   **C.** To verify the accuracy and reliability of the information
   **D.** To direct readers toward hidden agendas
   **E.** To ignore the reputability of the source

3. In-text citations contribute to academic integrity by

   **A.** summarizing the main points of the text
   **B.** plagiarizing the work of others
   **C.** providing accurate references to the words cited, so the work is not plagiarized
   **D.** obscuring references to the original sources
   **E.** making it easier to paraphrase someone else's ideas

**4.** Henderson, R. (2018). Dinosaurs, hierarchies, and pack parenting. *Journal of Dinosaur Behavior. 24* (3), 117–136.

In this citation, "117–136" indicates that

**A.** the cited article appears on pages 117–136 of the *Journal of Dinosaur Behavior*
**B.** the author of the essay is citing materials from pages 117–136
**C.** the cited article was serialized in volumes 117–136 of the *Journal of Dinosaur Behavior*
**D.** this citation comes from a book that has at least 136 pages
**E.** the cited article appears only in print versions of the *Journal of Dinosaur Behavior*

**5.** A student writing a research paper plans to use the following quotation from her textbook.

"The use of algorithms to select the most relevant information for users can be convenient in the case of searches for products, businesses, or services, but in the case of news or opinion pieces, it can create a troubling bubble for users that serves simply to reinforce existing viewpoints—or even to push those viewpoints farther toward the margins. Users might find themselves interacting exclusively with information that reinforces their existing worldview because of content algorithms that choose which content is most relevant, shielding them from opposing viewpoints and effectively removing the need for persuasion."

Wiggins, Harold. "Online Rhetoric." *OnLine: 21st Century Students*, edited by Melissa Sanchez, Peterson's, 2020, p. 214.

Which of the following statements is the most accurate paraphrase of this quotation?

**A.** Page 214 in this article explains why online algorithms impact the views of internet users.
**B.** Wiggins believes that content algorithms, which impact the content users are shown online, can create information "bubbles" that either reinforce users' existing viewpoints or offer more extreme versions to capitalize on user engagement.
**C.** Wiggins argues that the internet is dangerous and that severely limiting its use among children is the only way to minimize its negative impact.
**D.** Wiggins believes that the internet will replace all written content by the year 2035.
**E.** Online algorithms are extremely helpful, as they can filter search results for users to make them as applicable as possible and can help users find services and businesses nearby.

## Answer Key and Explanations

| 1. E | 2. C | 3. C | 4. A | 5. B |
|---|---|---|---|---|

1. **The correct answer is E.** While primary sources offer a firsthand account or original data, secondary sources provide analysis and interpretation of a primary source. Choices A and D provide examples of primary sources. Choices B and C are not good reasons to choose a source.

2. **The correct answer is C.** Assessing the credibility of the author and publisher is an important part of verifying the accuracy and reliability of the information. The other choices are incorrect because they do not highlight the crucial role credibility plays in determining the trustworthiness of a source.

3. **The correct answer is C.** In-text citations contribute to academic integrity because they give credit to the original author. They ensure that plagiarism does not occur.

4. **The correct answer is A.** Within this citation, "117–136" represents the page range of the cited material, meaning that the article appears on those pages of the journal in which it was published. The citation allows readers to find the correct article. The other choices either include incorrect information or suggest incorrect conclusions about the role of the page range within the citation.

5. **The correct answer is B.** Choice B correctly presents the information in a more concise or digestible way, which is the goal of paraphrasing. Choice A is too broad, offering only a minimal summary of the information. Choices C and D are predictions that are not explicitly stated or implied in the text, and choice E is not consistent with the points being made by the cited quotation.

Chapter 7

# Rhetorical Analysis

## OVERVIEW

- Rhetorical Appeals
- Use of Language
- Rhetorical Devices
- Evaluation of Evidence
- Logical Fallacies
- Conclusion
- Readiness Check: Rhetorical Analysis
- Test Yourself: Rhetorical Analysis

**Rhetorical analysis** is the study of the choices a writer makes when composing written or spoken words. Factors such as **purpose**, **organization**, **diction**, **tone**, and the use of **evidence** are considered to assess how a writer has constructed and executed an **argument** or **narrative** and to examine the strategies they used to appeal to an intended **audience**. College-level students should be able to perform rhetorical analysis by completing tasks such as selecting proper **transition phrases**; deducing the intended purpose of a passage; determining the function of specific words, phrases, or sentences; improving passages with textual additions/deletions; assessing the tone or **mood** of a passage; and identifying argumentative strategies, among others. The CLEP College Composition exam devotes around 25% of questions to the topic of rhetorical analysis, and this chapter covers the core concepts and kinds of questions that test takers will encounter on exam day.

## RHETORICAL APPEALS

**Rhetorical appeals** are written strategies used to convince a reader of the validity of a specific argument or perspective. In a persuasive piece, the writer might employ specific arguments or choose specific words to sway

an audience to their side. Quite literally, writers use rhetoric to appeal to the sensibilities of their audience, predictively targeting certain emotions or trains of thought. While there are countless persuasive methods and techniques, classical rhetorical analysis categorizes rhetorical appeals into four overarching types.

> The CLEP College Composition exam frequently asks test takers to identify the purpose of a particular sentence or word within a larger passage. Sometimes, the answer choices will suggest the use of certain rhetorical appeals. While the formal names for these appeals may not be explicitly mentioned, they are useful in determining the persuasive purpose of a particular sentence and in writing persuasively in the essay portion of the exam.

**RHETORICAL APPEALS**

| Type | Explanation | Example |
|---|---|---|
| *Logos* | *Logos* refers to the logical progression and structure of an argument. This includes the use of rational arguments, references to evidence and data, descriptions of cause and effect, and factual analysis, among other techniques.<br><br>*Logos* appeals to an audience's "reason," attempting to sway them through objective proof and unassailable logic. | "As this data demonstrates, there can be no other possible conclusion. It simply does not add up." |
| *Pathos* | *Pathos* refers to the emotional impact of an argument. This includes the use of **anecdotes**, sympathetic descriptions, incitements, and **imagery**, among other techniques.<br><br>*Pathos* appeals to an audience's feelings, attempting to sway them by targeting and invoking particular emotional responses. | "Ask yourself, 'What would I do in this situation?' Think about how it would feel to experience this." |

RHETORICAL APPEALS (*CONTINUED*)

| Type | Explanation | Example |
|---|---|---|
| *Ethos* | *Ethos* refers to the authoritative impact of an argument, achieved through establishing the writer's **credibility** on a subject. This includes reinforcements of impartiality and honesty, references to credentials or accolades, and the use of respected **sources**, among other techniques.<br><br>*Ethos* appeals to an audience's trust, attempting to sway them by establishing a sense of fairness and respectability. | "I have twenty years of experience with this kind of work, and I can tell you that this device isn't going to function properly." |
| *Kairos* | *Kairos* refers to the temporal impact of an argument. In other words, it relies upon the use of timing to achieve maximum argumentative impact. This includes calls to immediate action, deploying impactful statements at the right time, and referencing recent events in **context**, among other techniques.<br><br>*Kairos* appeals to an audience's sense of urgency, attempting to sway them by highlighting the immediacy of an argument. | "There is no greater moment for action than right now. You must seize this opportunity!" |

## USE OF LANGUAGE

On the CLEP College Composition exam, most of the Rhetorical Analysis questions will address the "use of language." This is a wide domain, addressing concepts such as tone, mood, **style**, organization, and **structure**. The following section will cover these ideas, and it will also offer an overview of the types of questions that you can expect to encounter.

### Tone

Tone communicates an author's attitude or viewpoint toward a given subject. It can manifest through a variety of rhetorical strategies. For example, in an argumentative piece, an author's diction may reflect their specific position on a subject. If they disagree with a particular claim, they may choose to use critical language throughout their piece. These linguistic choices would heavily affect the writing's overall tone.

Perhaps the author fully rejects the premise of an argument. In such a case, they might opt to use incisive critiques that disregard any counterpoints. You could possibly identify their tone as "withering" or even "obstinate." A different author might have a lighter touch with their critiques, arguing against a premise while still acknowledging that there may be cases in which the opposing argument could be correct. In this case, one might claim that their tone is "skeptical" or "dubious."

Differences in tone can be subtle, and this is especially notable with literary passages. Authors can use literary elements such as dialogue, descriptions, characterizations, and **exposition** to establish a particular tone. Sometimes, a third-person narrator may establish tone over the course of a full-length novel. Poetry often uses meticulously curated diction to establish a distinct tone in relatively few words.

On the CLEP College Composition exam, test takers will likely be asked to identify the tone of a passage from a selection of descriptors such as "informative," "critical," or "nostalgic," among many others. Try to look for rhetorical strategies or descriptive words that suggest an author's position:

- Does the piece appear to take a neutral stance, simply describing an event or a phenomenon? This could be described as having an informative tone.
- Does the piece make efforts to refute or support a specific position? The piece's tone could be described as argumentative or critical.
- Does the piece describe past events with a fondness or even a sense of bittersweetness? The piece could be said to have a nostalgic tone.

These are a very small selection of tonal descriptors that you might encounter on the exam. In the time leading up to your exam, practice this skill by evaluating different texts you encounter for tone and think of as many tonal descriptors as you can for each of them.

## Mood

If tone reflects an author's attitude or perspective on a subject, mood is the overall feeling that the piece imparts to the reader. The purpose of mood is to condition how the reader feels when reading a piece of writing. In literary works, setting and characterizations can heavily contribute to the overall mood of a piece. Frequently, this feeling develops over the course of an entire narrative, but some pieces may attempt to establish a clear mood early on. For example, a horror narrative may begin by describing

an eerie setting, creating an ominous or unsettling mood from the start. Love stories might wish to develop a hopeful or romantic mood over time, matching the evolution of a growing relationship.

Note that nonfiction pieces can also display distinct moods. For example, essays or arguments can impart optimistic or pessimistic moods based on the way an author structures their composition. While authorial tone often plays a larger role in persuasive and informative pieces, nonfiction writing can nevertheless invoke a certain feeling within the reader. Consider a political speech: this type of writing is heavily inflected with authorial tone by its nature, but it is also usually designed with an audience's emotions in mind. Certain word choices or images can evoke intended feelings within an audience, and this could be defined as a speech's mood.

As with tone questions, the CLEP College Composition exam may ask test takers to identify the mood of a select passage. As with tone, hone this skill by intentionally evaluating mood in different texts you encounter and finding precise mood descriptors.

## Style

Style is the summary effect of tone, mood, and other structural choices in writing. As with tone/mood, style is largely conditioned through word choice and overall organization. In a global sense, style can be subdivided into formal and informal. **Formal style** follows a set of guidelines (both explicit and implicit) that set the grounds for certain written characteristics. Some of these guidelines include elevated word choice, formal addresses, a lack of slang or colloquial language, proper observation of **citation styles**, proper use of standard grammar conventions, and a conventional argumentative structure. **Informal style** is much looser in execution, allowing for colloquialisms, more free-form structure, anecdotal evidence, and direct appeals to the reader.

Style is often highly contextual. Certain audiences carry expectations of certain styles, and many times you can interpret the intended audience for a piece of writing by analyzing its style. For example, a humorous speech that wanders off track at times and frequently uses jokes to make its points might be highly effective in an informal setting such as a comedy show but would not land particularly well in a courtroom. Choosing the right style involves recognizing the intended audience and adapting your rhetorical choices to properly reach that audience.

If asked to identify a potential audience on the CLEP College Composition exam, first look for the overall style since a mismatch in style can help you eliminate incorrect answers. Once the style of writing has been established, look to tone and mood for further insight into a potential intended audience. For more information on developing your own writing in a particular style, see Chapter 8.

## Organization and Structure

A passage's organization and structure hold great bearing on the development and efficacy of its intended purpose, whether that is persuasive argumentation, informative exposition, or even literary exploration. Different genres of writing use different organizational and structural conventions, creating a vast array of potential routes for writers. What is important to note is that certain overarching branches of writing tend to follow certain general patterns in their organization and structure.

For example, literary and informative essays tend to start with an introductory paragraph that firmly establishes a **thesis statement** by the end. Thesis statements work as the central claim for an essay, and they are followed by several paragraphs with **topic sentences** that offer supporting claims. All of these claims are then bolstered with the use of **supporting evidence** such as quotes or literary analysis. Finally, a **conclusion** paragraph wraps up the essay with any final analysis or argumentative resolutions that are left standing. This basic structure is recommended for your CLEP essays, but there are many alternatives to this structure as well as ways to experiment within it.

Subtle changes in organization and structure can produce greatly varied effects. An essay can commence with a highly specific thesis, detailing the argument with exact precision at the start. The writer could then hold the reader's attention by offering them a systematic analysis across the rest of the essay, detailing each point of their thesis with supporting claims and evidence. On the other hand, an essay on the same subject could start with a broader and less specific thesis. The writer could then reveal their argumentative cards one a time, progressively convincing the reader to their side until they reach a highly specific conclusion.

Scientific studies tend to follow highly regimented organizational principles. They begin with a clear introduction, follow with a discussion of methods, offer the results of the study afterwards, and then conclude with an extended discussion of the findings. Case briefs (in the legal field) tend

to follow a similarly regimented structure, commencing with the facts of a case, then offering the issue at hand, followed by discussing legal precedent and applicability, and finally reasons for the argument. A piece of writing's organization and structure often directly reflects both a writer's intentions and their intended audience. Recognizing how a writer has organized their writing and how the structure suits their purpose makes it much easier to identify other rhetorical strategies.

The CLEP College Composition exam will likely include questions about identifying how a passage is structured. Most answer choices will be quite broad, such as "An argument is put forth and several citations are used as supporting evidence." Look at the choices carefully and reflect on how the passage progresses from start to finish.

Another common question type asks you to identify how best to improve a passage by adding a particular sentence, paragraph, or device. These questions can be quite complicated, but there is a method for approaching them. First, try to identify the intended purpose and audience. Then, identify the general organizational and structural approach of the passage. From here, use best judgment to indicate which addition would both help the audience's understanding while matching their style and avoiding any organizational disruptions or incoherence.

### Transitions

Transitions are necessary for guiding a reader through writing. Chapter 8 will discuss using transitions and topic sentences. A list of common transitions and the situations in which they are used is also provided. On the multiple-choice exam, test takers should use their ability to identify transitions as another tool to determine how an argument is organized and structured.

## RHETORICAL DEVICES

**Rhetorical (or literary) devices** are specific techniques used to evoke particular responses from a reader. These are often more fine-tuned in scope than the overarching strategies of rhetorical appeals. For example, a very common rhetorical device is **metaphor**, wherein a writer describes one concept by referring to another one (i.e., "*His argument was a labyrinth*, complex and winding from start to finish."). These devices allow a writer to introduce more variety into their language, and in many cases, they

add more rhetorical or argumentative force. They might invoke powerful emotions, appeal to a reader's sensibilities, or even simply make a reader develop greater interest in the subject at hand.

Test takers might be asked to identify specific rhetorical devices on the CLEP College Composition exam. They also might be asked to identify what a word, phrase, or sentence is "doing" within the scope of a passage. In the latter case, familiarity with rhetorical devices is the key to success. The following table outlines some of the most common rhetorical devices that you will encounter in writing. Note: there are *many* more devices than what are included in this table. When studying, make sure to explore some of the less-common devices as well.

RHETORICAL DEVICES

| Device | Explanation | Example |
|---|---|---|
| Allusion | A reference to a past event, literary work, or figure in order to establish a sense of parallelism or juxtaposition. | "When James gets this upset, he just spends all day tilting at windmills."<br><br>("Tilting at windmills" is an idiomatic allusion to the novel *Don Quixote*, by Miguel de Cervantes.) |
| Analogy | A comparison between two sets of items, people, places, or concepts that establishes similarity or difference. It can be used to explain a concept by way of referring to a more well-known example. | "Well, if you ask me, Wendy and Tara are like oil and water. They simply do not mix well." |
| Anaphora | Repetition of the same word or phrase at the beginning of several sequential lines or sentences. It can be used to reinforce a specific feeling or an important point. It is sometimes used in persuasive speeches to this effect. | "This is the moment we have all been waiting for!<br><br>This is the moment when you can achieve anything!" |
| Anecdote | A story or an aside that draws from personal experience. It can be used to establish relatability or demonstrate a point. | "The novel reminded me of my own time spent in Germany. I once lived in the heart of Berlin, and . . ." |

RHETORICAL DEVICES (*CONTINUED*)

| Device | Explanation | Example |
|---|---|---|
| Aphorism | A statement or phrase that articulates a specific point, often taken to reveal a consistent truth. | "I think therefore I am." |
| Hyperbole | Intentional exaggeration that serves to overstate a point or event. It can be used to evoke heightened emotional responses or humorous effects. | "That was by far the most amazing concert in all of history!" |
| Juxtaposition | Like an analogy, this involves discussing two concepts or items side by side to demonstrate a specific point by way of contrasting comparison. | "The difference between the two of them is like night and day." |
| Metaphor/ Simile | Comparative statements that use one concept to symbolize another. Sometimes the two concepts are not obviously related. Similes are distinct from metaphors due to their use of the words *like* or *as* in their comparisons. | Metaphor: 'The lighthouse was a star at night."<br><br>Simile: "The lighthouse shone like a star at night." |
| Sarcasm | A device (or mode) that uses irony as a form of critique. Sarcasm tends to use neutral or positive language to intentionally betray negative feelings. | "Oh yes, I would just *love* to wait in line for five hours today." |
| Synecdoche | A device that uses a part of an object, person, place, or concept to represent the whole. | "That restaurant costs about 30 dollars per plate. It's quite expensive."<br><br>(*Plate* refers to the plate *and* all its contents together. It is a substitution of a part for the whole.) |

## EVALUATION OF EVIDENCE

An important rhetorical skill is identifying and evaluating a writer's use of evidence. Test takers will likely be asked to evaluate how a passage deploys and uses evidence to prove a claim. To succeed at these kinds of questions, one should be familiar with how evidence is used in formal and/or argumentative writing.

## Claims

**Claims** are the core of any argument. These are statements or ideas that a writer wants their audience to accept and believe. A thesis statement could be called the principle claim of an essay, while topic sentences are supporting claims. Good arguments have clear claims that are well supported and well articulated. Thesis statements and topic sentences will be discussed in detail in Chapter 8.

## Support

**Support** is the body of evidence or appeals used to prove the validity of a claim. This can include data, case studies, logical/emotional appeals, established arguments, quotations or paraphrasing from cited sources, and more. Strong arguments *must* include effective support that bolsters claims. Sometimes, poorly implemented support can undermine an argument, so it is crucial to deploy critical sources in a rhetorically sound manner. Underhanded strategies (such as cherry-picking evidence or using biased sources) can actually work *against* an argument when detected by a reader.

## Warrants

**Warrants** are more abstract than claims or support and can therefore be the hardest to detect. They are assumptions or tacit understandings that link support to claims. Warrants can be thought of as the binding glue of arguments. In an essay, they can take the form of analytical explanations linking data to central claims. There are cases in which warrants might be assumed, such as with some scientific studies. In these specific situations, the data itself is assumed to objectively prove a claim's validity.

It can be difficult to distinguish warrants from claims, so consider this example. An author makes the claim that teaching comprehensive drug education to teens will reduce the number of overdose-related deaths among people ages 16–25. The claim is that more education will reduce drug-related deaths in a given demographic, but the warrant is that increased education will translate to fewer risky drug behaviors among young people. The author has not stated this directly but it's an implicit understanding that can be drawn from the claims they do make.

# LOGICAL FALLACIES

**Logical fallacies** are argumentative errors or lapses, frequently caused by erroneous information, poor logical sequencing, or intentional attempts at obfuscation. Rhetorical analysis identifies a plethora of logical fallacies and gives them highly specific terms. All logical fallacies can be placed into one of two overarching categories of fallacies: formal and informal.

## Formal Fallacies

**Formal fallacies** are arguments that are deemed invalid due to errors in their formal structure. In these situations, there is a significant flaw in an argument's form that remains distinct from its content (i.e., subject matter, evidence, approach, etc.). A formal fallacy is so severe that you do not even need to understand what the argument might be *about*. Rather, the inherent structure of the argument is flawed from the start.

A common formal fallacy is a concept called "affirming the consequent." In this situation, the perceived validity of an argument's premise is used to affirm a consequential result that may not in fact be consequential at all. Here is an example:

1. Teachers own many textbooks.
2. I own many textbooks.
3. Therefore, I am a teacher.

This is a clear-cut case of a formal fallacy; the argument's structure is flawed at the core. The premise indicates that teachers happen to own many textbooks, but it does not offer insight into the myriad reasons why *anyone* might own many textbooks. It is a fallacy to assume that *all* people who own many textbooks are teachers. As with all formal fallacies, the fact that the argument is about "teachers" and "textbooks" does not bear any weight on the central flaw.

## Informal Fallacies

**Informal fallacies**, by contrast, *do* concern the content of an argument. They can come about due to argumentative style, erroneous information, misused statistics/data, attacks on character, and so on. Generally, they involve lapses in judgment that cause the writer to arrive at a mistaken or unsupported conclusion. Unlike formal fallacies, the context of the argument also matters in many situations. Because of this high level of variability, there are significantly more informal fallacies than formal ones.

For example, an **appeal to authority fallacy** is highly contextual in nature. This occurs when someone argues that a certain premise is correct because an authoritative figure/body once deemed it so. This is a contextual informal fallacy because it draws upon the particular cultural context of the arguer. That said, an authoritative decree is not considered logically stable. For example, a king might decree that gravity no longer exists, but this would not stop a branch from falling from a tree.

COMMON INFORMAL FALLACIES

| Type | Explanation | Example |
|---|---|---|
| Ad hominem | Attacking the person or organization making an argument rather than addressing the argument itself | "You're only arguing in support of this issue because you've invested money into it." |
| Anecdotal | Using limited personal experience to explain widespread phenomena or to make sweeping judgments | "In my experience, people who drive those kinds of cars run red lights more often." |
| Appeal to authority | Treating an argument as inherently correct due to having been supported by an authoritative figure | "Look, the king declared that gravity does not actually exist, so we *must* address this shift in future studies." |
| Appeal to nature | Using the concepts of "natural" and "unnatural" in an argument, demonstrating a heavy bias toward "naturalness" as an inherent "good" with no provable basis | "This medicine was created with synthetic ingredients, so it cannot be good for you." |
| Loaded question | Using questions that presuppose a fact as a given, often in the service of benefiting the asker's argument; only when these presuppositions are not grounded on a mutually agreed basis is a loaded question considered fallacious | "Have you stopped taking my food from the refrigerator without permission yet?" (Without an agreed basis that the recipient has taken food in the past, this question effectively traps them into admitting that they have, even if this is not true.<br><br>Answering "yes" implies that the recipient had been stealing food, but saying "no" also appears to admit that the stealing is an ongoing habit.) |

COMMON INFORMAL FALLACIES (*CONTINUED*)

| Type | Explanation | Example |
|---|---|---|
| Slippery slope | Making a claim that a single event will sequentially lead to unintentionally negative outcomes; this is only a fallacy when the arguer cannot adequately demonstrate the viable probability of this sequence actually occurring, therefore indicating a flaw in argumentative warrants | "If you lower the price on slices of cake, competitors will lower their prices even further to attract a growing customer base. Demand will soon outstrip supply, and we risk losing our entire baking scene to a collapse." |

## CONCLUSION

At its core, the rhetorical analysis section on the CLEP College Composition exam concerns the choices that writers make when composing and the test taker's ability to identify those choices. If one can think like a writer when reading and think like a reader when writing, they'll have no trouble translating rhetorical analysis skills to higher test scores on both the multiple-choice section and the essay section of the exam.

## READINESS CHECK: RHETORICAL ANALYSIS

To check how well you understand the concepts covered in this chapter, review the following questions. If you have trouble addressing any of them, consider reading through this chapter again and reviewing the key terms before moving on to the next chapter.

- What is a rhetorical appeal?
- What are the differences between *logos*, *pathos*, *ethos*, and *kairos*?
- Can you identify the following terms and how they relate to rhetoric?
  - Tone
  - Mood
  - Style
  - Claim
  - Support
  - Warrant
- How does a passage's organization and structure affect its argumentation?

- How do you effectively use transition words and phrases in a written passage?
- What are rhetorical devices?
- What purpose do rhetorical devices hold in a passage?
- What are some examples of common rhetorical devices?
- Why is evidence crucial for arguments?
- What is a logical fallacy?
- What is the difference between formal and informal fallacies?
- What are some common examples of logical fallacies?

## TEST YOURSELF: RHETORICAL ANALYSIS

**Directions:** Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one best answer for each. The Answer Key and Explanations will follow.

**Question 1 is based on the following passage.**

(1) It is commonly said that everybody can sing in the bathroom; and this is true. (2) Singing is very easy. (3) Drawing though, is much more difficult. (4) I have devoted a good deal of time to Drawing, one way and another; I have to attend a great many committees and public meetings, and at such functions I find that Drawing is almost the only Art one can satisfactorily pursue during the speeches. (5) One really cannot sing during the speeches; so as a rule I draw. (6) I do not say that I am an expert yet, but after a few more meetings I calculate that I shall know Drawing as well as it can be known.

(7) The first thing, of course, is to get on to a really good committee; and by a good committee I mean a committee that provides decent materials. (8) An ordinary departmental committee is no use: generally they only give you a couple of pages of lined foolscap and no white blotting paper, and very often the pencils are quite soft. (9) White blotting-paper is essential. (10) I know of no material the spoiling of which gives so much artistic pleasure—except perhaps snow. (11) Indeed, if I was asked to choose between making pencil-marks on a sheet of white blotting-paper and making foot-marks on a sheet of white snow I should be in a thingummy.

—Excerpt from "On Drawing" by A. P. Herbert

**1.** The author of this passage mentions his experiences at committees and public meetings in order to

**A.** prove that singing is very easy as a use of time at meetings
**B.** illustrate that practice allows one to draw well through a personal example
**C.** describe the materials one needs to draw and the ideal environment for the practice
**D.** argue that singing during speeches is difficult
**E.** entertain the reader with a silly story about drawing during speeches

**Questions 2–4 are based on the following passage:**

(1) Technical disasters, despite their devastating immediate consequences, often serve as catalysts for significant advancements in technology and safety protocols. (2) These disasters prompt thorough investigations, leading to the identification of design flaws, operational errors, or unforeseen risks, thereby providing valuable lessons for engineers, scientists, and policymakers. (3) For instance, the Space Shuttle *Challenger* disaster in 1986 spurred comprehensive reviews of NASA's safety protocols, resulting in substantial improvements to space shuttle designs and launch procedures. (4) Similarly, the Fukushima Daiichi nuclear accident in 2011 prompted reevaluations of nuclear safety standards worldwide, leading to advancements in reactor design, emergency response protocols, and risk mitigation strategies. (5) Thus, while technical disasters inflict tremendous human and environmental costs, they also stimulate innovation and drive progress in technology and safety measures.

(6) However, the ethical implications of relying on technical disasters to drive technological advancements raise profound questions. (7) Imagine the impact—just hours after the *Challenger* disaster, surviving family and friends who witnessed the explosion were being told consolingly by their nation's leader, "It's all part of the process of exploration and discovery . . . of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave." (8) It is morally questionable to accept the loss of lives and environmental devastation as inevitable byproducts of technological progress. (9) Moreover, the notion of leveraging disasters as learning opportunities may inadvertently create complacency or undermine proactive efforts to prevent catastrophes in the first place. (10) Ethical considerations also arise concerning the distribution of benefits derived from advancements resulting from disasters, particularly if vulnerable communities disproportionately bear the brunt of technological failures. (11) Therefore, while technical disasters undoubtedly contribute to technological evolution, ethical deliberations are imperative to ensure that such progress is pursued responsibly and with due consideration for human welfare and environmental sustainability.

**2.** The passage is primarily concerned with

**A.** arguing for a particular point of view of the topic
**B.** explaining how technical disasters occur
**C.** refuting an opposing view on this issue
**D.** detailing how technical disasters can be avoided
**E.** exploring the tension between technical progress and safety

**3.** Which of the following best describes the purpose of the quotation in sentence 7?

**A.** It supports the idea of relying on technical disasters to drive technological advancements.
**B.** It provides a counterargument to the author's main point.
**C.** It illustrates how the loss of life can be portrayed as an inevitability of technological progress and a learning opportunity.
**D.** It summarizes the main idea of the passage.
**E.** It defines a term the author introduced.

**4.** In context, "mitigation" (sentence 4) most nearly means

**A.** eradication
**B.** preparation
**C.** augmentation
**D.** compensation
**E.** reduction

**5.** When a writer uses rhetorical devices and decisions to reflect their attitude on a subject, they are developing a piece's

**A.** mood
**B.** anaphora
**C.** tone
**D.** *logos*
**E.** transitions

## Answer Key and Explanations

| 1. B | 2. E | 3. C | 4. E | 5. C |
|---|---|---|---|---|

1. **The correct answer is B.** The point of the first paragraph of the passage is that one needs to practice a lot to draw well. Choice A is just one detail in the paragraph, and it isn't a very important detail. Choice C is the point of the second paragraph, not the first one. Choice D is another individual detail from the first paragraph. While the passage is fairly humorous, there is a greater purpose than merely entertaining the reader, so choice E is not the best answer.

2. **The correct answer is E.** The author's statement that "while technical disasters undoubtedly contribute to technological evolution, ethical deliberations are imperative to ensure that such progress is pursued responsibly and with due consideration for human welfare and environmental sustainability" (sentence 11) supports choice E. The author recognizes that technical disasters serve as opportunities to stimulate innovation and drive progress in technology and safety measures, which is ultimately beneficial, but they also assert that spinning these disasters as learning opportunities is morally distasteful, articulating the difficult balance between the two competing priorities.

3. **The correct answer is C.** The author uses the quotation because it voices a questionable underlying attitude toward loss of life in the pursuit of technological advancement. The quotation references the *Challenger* explosion, asking the reader to imagine the impact on the loved ones who survived the astronauts, who were told that the accident was "all part of the process." Choice A can be eliminated because the quotation doesn't address reliance on disasters but rather accepting them. The quotation does not serve as a counterargument to the argument (choice B); it serves as an example to support the author's argument that challenges the morality of accepting the loss of life in the name of technological progress. The quotation supports the argument, but it does not summarize it (choice D). The quotation does not define a term either (choice E).

4. **The correct answer is E.** The beginning of the passage discusses how disasters can highlight "design flaws, operational errors, or unforeseen risks," allowing experts to improve their processes for reacting to similar situations in the future. One example, highlighted in this question, is "risk mitigation strategies." Within that context, it can be assumed that mitigation means to remove or minimize, since these lessons have helped experts minimize risks based on lessons learned from past disasters. Choices B, C, and D can be eliminated based on this, and since it is difficult to fully eliminate risk, choice A is incorrect.

5. **The correct answer is C.** A piece of writing's tone serves as a reflection of a writer's attitude toward a given subject. Mood (choice A) is a piece's emotional effect on the reader, created through a series of rhetorical choices. Anaphora (choice B) refers to an intentional repetition, *logos* (choice D) refers to the rhetorical appeal to reason, and transitions (choice E) are structural concerns for rhetorical flow.

Chapter 8

# Essay Planning and Development

## OVERVIEW

- Organization and Development
- Using Style Effectively
- How to Approach a Timed Essay
- Conclusion
- Readiness Check: Essay Planning and Development
- Test Yourself: Essay Planning and Development

After the multiple-choice questions on the CLEP College Composition exam, test takers will need to write two essays, each with its own requirements and constraints. While the multiple-choice section measures knowledge of rhetorical techniques, the mandatory essays give test takers the opportunity to blend those skills together and deliver a solid composition of their own. This chapter covers the ins and outs of planning, developing, and executing an essay in a timed writing environment. The next chapter discusses the specifics of the two essays in the CLEP College Composition essay section and provides test-like practice conditions.

## ORGANIZATION AND DEVELOPMENT

Essays are evaluated not just for the content of the argument but also for how well the ideas are organized, structured, and developed. To ensure the essays are organized in a deliberate and purposeful manner, make sure the **introduction** contains a **thesis statement** and use **topic sentences** and **transitions** to guide the reader through the logical progression of ideas. A clear, common thread throughout the **argument** will make the essay more cohesive.

## Planning an Organized Essay

Later in this chapter, there is a five-step approach to planning and executing an organized essay in a timed environment. This approach starts with understanding the essay prompt and allotting **prewriting** time to think through ideas. A well-structured essay comes from planning ahead and determining which information is most pertinent to the composition one plans to write.

While CLEP does not specify how long each essay should be, plan to use the full time allotted for each essay. Test takers have 70 minutes to write both essays. This time is typically split between 30 minutes for the first essay and 40 minutes for the second since the latter also requires writers to analyze two sources. The highest scoring essays thoroughly address all aspects of the given task, provide numerous examples to support claims made, offer detailed analysis of multiple perspectives, and demonstrate a high degree of proficiency in both rhetorical skills and the conventions of Standard Written English. Test takers who score well typically use a variety of sentence types and lengths, make deliberate and specific word choices, and stay on topic throughout the entire essay.

At minimum, the essay should have an introduction, body, and **conclusion**. An introduction typically provides an overview of the topic being discussed and will include a thesis statement, which establishes the **main idea** or argument of the text. **Body paragraphs** develop the thesis statement in more detail with **evidence** and **analysis** that support the argument. A writer will use as many body paragraphs as needed to develop the topic and accomplish their purpose. Finally, the conclusion summarizes what was discussed and reiterates key points or examples from the body paragraph(s) as well as the significance of the topic overall.

Consider using a traditional five-paragraph essay format as the basic skeleton of your composition: one paragraph each for both the introduction and conclusion and three body paragraphs each addressing an individual aspect of the larger argument. It is a good idea to play with or expand upon this traditional format; using it as the basis for experimentation will ensure the inclusion of all necessary elements.

## Introductions and Thesis Statements

The purpose of an introduction is both to hook a reader's attention and provide meaningful **context** to set up the thesis statement. It sets the **tone**

for a composition and offers the reader a preview of what they can expect from the rest of the essay.

### *Writing Introductions*

There are lots of different ways to start an introduction, including but not limited to the following:

- Posing a **rhetorical question**
- Sharing a compelling fact
- Referencing a popular quote or saying
- Telling a very brief story to set a scene
- Providing historical background
- Illustrating the thought process that led to the thesis statement

While writers will want to avoid cliché openings, such as referencing the dictionary definition of a word or using pat phrases like "since the dawn of time . . . ," it's okay to take a straightforward approach to the introduction. The important thing is to provide a meaningful segue for stating the exact argument in a thesis statement.

### *Using a Thesis Statement*

Typically, a thesis statement is a single sentence that summarizes the argument of an essay. Longer compositions may have longer thesis statements, but test takers will want to stick to a single declarative sentence for the CLEP essays. While it can be included in a few different places, the thesis statement tends to make the most sense when placed at the end of the introduction.

A reader should be able to tell what the main idea and **purpose** of the essay is just by reading the thesis statement. Here are three examples of thesis statements on a similar topic:

- Despite the high costs associated, more cities need to invest in high-speed rails and other forms of transportation infrastructure that aren't centered on individual vehicles.
- Those who support investing in high-speed rail note that development of this type of infrastructure leads to fewer emissions, increased transportation revenue, and reduced traffic.
- It is imperative that cities invest in high-speed rail infrastructure to reduce both traffic congestion and vehicle-based emissions.

While these thesis statements are similar, each points to different organizational structures for essays. For instance, the first sets the writer up

to discuss "other forms of transportation infrastructure" besides just high-speed rail, while the latter two preview specific issues the author will address in the body, like reduced traffic and emissions.

Since it is difficult to structure an essay without having a sense of the argument, it may be a good idea to write the thesis statement first during essay planning. Then, when the essay is finished, revisit the thesis statement to make sure it reflects the actual written argument. If it doesn't, modify it so it does (rather than trying to change the entire essay to fit the old thesis statement). If the initial statement was vague, make it more specific based on the details included in the essay.

A good thesis statement is specific, concise, and argumentative. To be specific, a thesis statement must not leave the reader with any questions as to what will be discussed. Consider these example statements:

> **Vague:** Albert Einstein is an important figure because of his many discoveries.
>
> **Specific:** Albert Einstein's most influential scientific discoveries include the general theory of relativity, the photoelectric effect, and Brownian motion.

The statement that is too vague leaves the reader with questions such as "an important figure to whom or in what?" and "which discoveries?" The second, more specific thesis statement makes it clear that the argument will be about three specific scientific discoveries Einstein made. Furthermore, because the more specific thesis statement is also written as a **divided thesis**, it previews the organization an essay might follow. In this case, the first body paragraph could be about the general theory of relativity, the second about the photoelectric effect, and the third about Brownian motion, allowing the writer to conclude by showing the relationship between the three. Using a divided thesis in **parallel structure** is a good way to preview the important elements of your argument within your thesis statement.

To be concise, a thesis statement should say exactly what it needs to say in as few words as possible without sacrificing meaning. Wordy thesis statements can be simplified by eliminating any details that are not necessary for understanding the overarching argument. Consider these example statements:

**Wordy:** Because many people, especially children who are unable to vaccinate as well as those who have compromised immune systems such as cancer patients, cannot get vaccinations on their own in order to have their own immunity, it is necessary for other members of the community, especially healthy adults who do not have a host of health concerns to worry about, to make sure they are vaccinated in hopes that a great enough percentage of the population is vaccinated and herd immunity can happen.

**Concise:** Because some portions of the population are unable to vaccinate, it is important that those who can vaccinate follow through so that communities can achieve herd immunity.

The statement that is too wordy offers a lot of extra information that is not necessary for understanding the basic premise of the argument. Yes, the writer will want to later address many of the ideas that come up in the less concise version; however, in the introduction, where a thesis statement is usually found, it's best to stick to the most important tenets of the overall argument.

To be argumentative, a thesis statement must offer a reader the ability to reasonably agree or disagree. That doesn't necessarily mean that a reader is likely to react one way or another, only that it is possible for them to do so. If the thesis statement simply offers an already known fact or reiterates common knowledge, it is not making an argument. Consider these example statements:

**General:** In this novel, the author tells a fictional story about a young athlete losing a race.

**Argumentative:** In this novel, the author uses the fictional story of a young athlete losing a race as an allegory for adolescence.

In the general, unargumentative statement, there is nothing with which to agree or disagree—the reader can assume that a fictional novel about a young athlete losing a race does, in fact, tell a fictional story about a young athlete losing a race. There is nothing the author is arguing except for that which is already known, so the thesis statement does nothing to set up the argument that should follow. In the argumentative example, the reader gets a clear picture of what the writer plans to argue, which is that the novel can be considered an allegory for adolescence. In theory, the reader could agree or disagree about the novel being an allegory for adolescence, so the thesis statement is argumentative.

## Transitions and Topic Sentences

Transitions are necessary for guiding the reader through a piece of writing. In essays, topic sentences are a particular type of transition that signals how different elements of the essay are related. Think of a topic sentence as a mini thesis statement that occurs at the start of each paragraph. The purpose of the topic sentence is to offer a clear picture of what will be argued in that paragraph, often by gesturing to what came before to show how the two topics are linked. Consider the following example topic sentence:

> While some believe that hemp plants should be grown for medicinal and industrial uses, others believe that the potential drug-related abuses of the crop outweigh the benefits of mass cultivation.

This topic sentence gestures to what was likely discussed in the paragraph before (the medicinal and industrial uses of hemp as relates to why some support cultivating the crop) while also showing what is likely to come in the new paragraph (information on why hemp critics are concerned about drug-related abuses of the plant). When writing the essays for the exam, include a topic sentence at the beginning of each new body paragraph.

Transition words and phrases are those that help the writer effectively transition between ideas. Often, they come at the start of a sentence, but that is not always the case. Here is a list of common transitions:

COMMON TRANSITION WORDS AND PHRASES

| Purpose of Transition | Examples | Example Sentences |
|---|---|---|
| To introduce new ideas or add to / agree with topics that have already been introduced | • additionally<br>• coupled with<br>• equally important<br>• first, second, third, etc.<br>• further<br>• furthermore<br>• in addition (to)<br>• likewise<br>• moreover<br>• similarly | **First**, one must understand how the structure of DNA affects genetics.<br>**Furthermore**, these same observations were noted at another dig site 20 km away.<br>The question of municipal water usage is **equally important** to the discussion of local conservation efforts. |

COMMON TRANSITION WORDS AND PHRASES (*CONTINUED*)

| Purpose of Transition | Examples | Example Sentences |
|---|---|---|
| To communicate the writer's opposition to or a limit placed upon a given idea or phrase | • as much as<br>• by contrast<br>• conversely<br>• despite<br>• notwithstanding<br>• on the contrary<br>• on the other hand<br>• that said<br>• while | **Despite** new evidence, the theory remains the most prevalent in the field.<br>The question of parental input is, **conversely**, overemphasized in research on childhood literacy development.<br>**As much as** Sushmita had hoped to sleep in, the birds noisily nesting outside her window had other plans. |
| To show a cause-and-effect relationship or communicate the conditions that influence a circumstance or idea | • as a result<br>• as long as<br>• because of<br>• consequently<br>• due to<br>• hence<br>• in case<br>• in effect<br>• since<br>• then<br>• therefore<br>• unless<br>• whenever<br>• while | I am going fishing later, **hence** the tackle box and gear.<br>**Consequently**, commuters were unable to reliably predict when the trains would arrive.<br>Tina was upset **because of** the letters she'd found in her brother's drawer.<br>It is, **therefore**, important for schools to invest adequate funds into arts and music programs. |
| To set up an example, fact, piece of evidence, or other form of support for another concept | • by all means<br>• especially<br>• explicitly<br>• for this reason<br>• in fact<br>• in other words<br>• indeed<br>• markedly<br>• notably<br>• significantly<br>• to clarify<br>• to reiterate | The new model is **by all means** a notable improvement on prior models.<br>**In other words**, those who wish to master a new skill should expect to devote numerous hours to being not that great at it at first.<br>**Indeed**, Portugal was the first European nation to get actively involved in the transatlantic slave trade. |

(*continues*)

COMMON TRANSITION WORDS AND PHRASES (*CONTINUED*)

| Purpose of Transition | Examples | Example Sentences |
|---|---|---|
| To communicate the time at which an event occurred or the timing of one event in relation to another | • after<br>• all of a sudden<br>• at the present moment<br>• frequently<br>• in the meantime<br>• momentarily<br>• now<br>• occasionally<br>• often<br>• once<br>• suddenly<br>• then<br>• today | I was distracted, **momentarily**, by a high-pitched shriek emitting from the far-off woods.<br>**Today**, the James Webb Space Telescope is known for producing the clearest images of far-off galaxies.<br>**All of a sudden**, the doorbell rang. |
| To help the writer communicate a conclusion or final idea on a topic | • altogether<br>• effectively<br>• in any event<br>• in conclusion<br>• in either case<br>• in essence<br>• in summary<br>• nonetheless<br>• to conclude<br>• to sum up<br>• to summarize | **In any event**, the festival proved a success despite a series of unfortunate technical mishaps.<br>**Altogether**, there are numerous factors that contribute to a feeling of loneliness, not all of them psychological.<br>This means that the industry as it once was is, **effectively**, over. |

In addition to using transitional words or phrases, writers can connect paragraphs by repeating a key word or phrase or by using pronouns that refer to a person or an idea mentioned in the previous paragraph. Consider the following example, which does both:

> Thomas wasn't sure what he would find behind the attic door, but he was afraid that whatever it was didn't want to be disturbed.
>
> Yet even his worst fears couldn't have prepared him for what he found.

Here, both the use of the pronouns *him* and *he* to refer to Thomas and the repetition of the thematically related words *afraid* and *fear* link the two paragraphs together.

## Developing Your Ideas

A crucial element of the essay score involves how effectively test takers can develop and support ideas. This includes how well claims are supported with evidence and analysis as well as how effectively source information is integrated. Because test takers can't do research to support their claims, they can use personal experience and things they've read or learned in the past as evidence in the first essay. In the second essay, writers will need to rely heavily on the two sources provided but can still draw on personal knowledge and experience when relevant.

Readers will pay especially close attention to how well writing demonstrates **critical thinking**, which is the writer's ability to analyze the issue at hand, argue their point of view, and illustrate reasoned relationships among ideas. It is most evident in a writer's ability to select appropriate evidence and to analyze that evidence while demonstrating how it supports their claims. Responding to arguments one disagrees with by explaining why and providing counterarguments also demonstrates critical thinking.

> While there is no set length, a good paragraph is typically 4–11 sentences. Shorter paragraphs usually require more detail. If the paragraph is longer, consider breaking it into two shorter paragraphs.

## Constructing Body Paragraphs

Well-developed body paragraphs demonstrate that writers can organize their ideas logically, support their argument, and think critically. Body paragraphs should include appropriate transitions and topic sentences and be structured to help advance the broader argument. The sentences in a paragraph generally go in the following order. Keep in mind that while topic sentences and summaries are often one sentence each, a writer can include multiple sentences of evidence and analysis to make the main idea stronger and to thoroughly develop the paragraph.

1. **Main idea / topic sentence (MI):** The first sentence should express and summarize the main idea, claim, or purpose of the paragraph. The topic sentence should tell the reader what the paragraph is about so that they know what to expect as they read. Think of topic sentences as signposts or to guide the reader and tell them what's coming

next. In compositions with multiple body paragraphs, the topic sentence helps to develop the central argument and link ideas.

2. **Evidence (E):** To develop the idea outlined in the topic sentence, provide supporting evidence in the form of examples, anecdotes, facts, statistics, quotations from sources, or anything else that strengthens the argument. In many paragraphs, writers need to present some evidence followed by analysis and then more evidence followed by more analysis. This is especially true if there is a lot of evidence to support the point. Remember to group like evidence together in thematically related paragraphs rather than jumping around between ideas.
3. **Analysis (A):** Always explain the evidence, why it's important, and how it proves the point. Here, try to anticipate any additional explanation and context the reader might need for them to understand how the evidence supports the main idea.
4. **Summary/transition (S):** Paragraphs often end with a summary of what was just discussed. This is where writers reiterate the main idea to remind the reader of the most important takeaway from the paragraph. In a passage with several body paragraphs, the last sentence of each paragraph usually also functions as a transition that prepares the reader for the next paragraph.

Let's look at sample paragraph and break it down into parts, which we have labeled with the indicated initial(s) of the categories just outlined:

> If consumed too frequently, the delicious sugary beverage known as soda can be detrimental to your dental health, especially if you don't practice good oral hygiene (MI). In fact, people who drink soda daily and only brush their teeth once a day are far more likely to experience tooth decay (E). This is because the sugar in soda interacts with the bacteria in your mouth and becomes highly acidic, causing cavities, erosion of enamel, and gum disease (A). To combat the harmful effects of soda, practice good dental hygiene: rinse your mouth out with water after drinking a soda, brush your teeth twice a day, and floss (E). These healthy habits can remove the bacteria on and in between your teeth while protecting your teeth from decay (A). That way, you can still enjoy the carbonation and syrupy sweetness of soda in moderation while keeping your teeth clean and healthy (S).

The first sentence introduces the topic and focus of the paragraph: the effects of soda on dental health. The next sentence offers evidence of the detrimental effect that soda can have on one's dental health, which is that those who drink soda daily are more likely to have cavities. The following

sentence explains why this is the case: the ingredients in soda can damage teeth. The fourth sentence provides examples of good dental hygiene, and the fifth sentence explains how these habits can mitigate the damage done by soda. Finally, the last sentence brings all of these elements together by highlighting the main argument of the paragraph, which is that good oral hygiene helps mitigate the negative effects of soda.

### Concluding an Essay

Conclusions are much easier to write when thinking of them as the inverse of introductions. Whereas an introduction sets the scene for an argument and leads to the thesis statement, effective conclusions typically start by reiterating the thesis statement in new words and then gesturing to broader ideas related to the topic discussed. In a conclusion, writers might highlight any crucial elements of the argument given, gesture toward how their argument fits into broader schools of thought, or provide insights on potential opportunities for further research. If rushed without adequate time to write a full conclusion, always at least restate the thesis in different words. That way, the reader is reminded of the main takeaway of the argument.

## USING STYLE EFFECTIVELY

When it comes to the CLEP College Composition essays, the style of writing one chooses is nearly as important as the content of the essays, since it will be evaluated as one of many composition skills that test takers must demonstrate.

Style is the way writers present themselves and their ideas. Style includes word choice, language use, sentence structure, and tone or mood, among many other rhetorical choices. Using an inappropriate writing style may leave a negative impression on readers. If a style is too formal, readers may become disinterested. If a style is too informal, readers may not take the writer seriously. Furthermore, selecting an inappropriate style can negatively impact credibility—an informal style in an academic setting, for instance, tends to convey sloppiness and a lack of attention to detail.

As discussed in Chapter 7, an essay exam requires a formal and academic style. Both of the essays for the CLEP College Composition exam should use a serious (but not stuffy or pretentious) tone, employ variety in sentence structure and sentence length, and draw from a range of word choices. To maintain this style, follow these basic rules:

1. Be concise.
2. Choose words with precision.
3. Vary sentence structure.
4. Use a thesis statement, topic sentences, and transitions to guide the reader.

## How to Be Concise

As discussed when covering thesis statements, being concise means getting the point across in as few words as possible by avoiding repetitive phrasing, being precise with word choices, and using clear syntax. Certain words and phrases add unnecessary bulk to sentences. It is also common for students of composition to "stuff" their sentences with cliches, repetitive words, or overly flowery phrasing to make their writing seem fancier; however, doing so usually has the opposite effect, as these flourishes impede concision.

Here are a few basic tips to keep writing from getting too wordy:

1. **Avoid using qualifiers.** Eliminate phrases like "I think," "I feel," and "in my opinion" to make the writing more direct. The reader already understands that the essay is written from the perspective of the author.
2. **Shorten long clauses and prepositional phrases.** Long or complex sentences are sometimes necessary, but they can also weigh an essay down when used too often. In addition to varying the lengths of sentences, be on the lookout for compound, complex, or very long sentences that can be reduced to two or more shorter, more direct statements. Doing so will help prevent the writing from becoming too dense or difficult to parse.
3. **Avoid unnecessary phrases.** Sometimes, writers use spare phrases that aren't necessary to the sentence. Phrases like "the fact that" and "in order to" sound nice, and may sometimes be necessary, but are often simply acting as filler words. When editing, comb through the essay for unnecessary wording and simplify the phrasing.

To illustrate the power of concision, here are two examples of wordy sentences and their more concise revisions. Consider making these kinds of revisions while both writing and proofreading.

> **Wordy:** In the near future, I will be leaving my hometown in which I grew up to go away to study for college; however, since I believe it is important for every person to spend at least a little time in a foreign

country, I have decided to spend my time during the summer before I leave traveling around thanks to a trip to Europe and North Africa.

**Concise:** Soon, I'll be leaving my hometown for college; however, since I believe everyone should spend time abroad, I have decided to spend the summer before I leave traveling in Europe and North Africa.

In the example above, the writer stays close to the original sentence, rephrasing only what is necessary to make the sentence more concise.

**Wordy:** On the topic of the research trip, one of the biggest concerns among many that the researchers were considering as they prepared was how exactly they would manage to get all of their cumbersome equipment into the field with them, especially given the fact that there were only three of them going along on the trip and there were at least four large pieces of equipment they'd need to somehow take with them on their journey into the field for the research project that was coming up soon.

**Concise:** While preparing for the impending research trip, a primary concern was how the three researchers would be able to get the four cumbersome pieces of necessary equipment into the field with them.

Here, the writer has deviated from the structure of the original sentence to shorten it and make it more direct. All the necessary information remains, but they have rephrased the sentence entirely to remove multiple redundancies and unnecessary pieces of information.

### *Eliminating Redundancies*

Repetitive words or phrases aren't always immediately obvious, so it's important to look for them intentionally when proofreading. Words or phrases that repeat what has already been said or which don't add new information are redundancies. Consider the following example.

While I don't so far yet have any plans for the future to move out of this neighborhood, I have lately in the last few weeks been contemplating moving to the downtown area of the city to be closer to my job since I work down there.

How many redundancies can be found in the example sentence? There are multiple ways that a writer could remove words and rephrase the sentence to eliminate redundancies. How that is done is largely a matter of personal style, but here is one option:

> While I don't yet have plans to move out of this neighborhood, lately I have been contemplating moving downtown to be closer to my job.

Some of the redundancies this writer adjusted from the original sentence include removing "so far" after *yet*, eliminating "for the future" after *plans*, simplifying "lately in the last few weeks" to simply *lately*, and removing unnecessary phrases like "area of the city" and "since I work down there," as the use of the term *downtown* and the indication that that is where the speaker works is sufficient.

### *Precise Words and Sentence Structures*

Strong essays use precise words to paint a clear picture in the reader's mind. Here are three tips for adding more precision to your writing.

1. **Use specific nouns, vivid verbs, and meaningful adjectives and adverbs.** Instead of stuffing a piece of writing with complicated terms and long-winded descriptions, try to choose words that convey the exact meaning. Terms like *irate*, *indignant*, and *aggrieved* all convey more specific ideas than a simple term like *angry*, just as saying that someone argued a point ardently conveys more than simply saying they argued.
2. **Use active voice rather than passive voice.** On top of the fact that passive voice is usually less concise, it can make a piece of writing harder to follow. For more on active versus passive voice, see Chapter 4.
3. **Avoid jargon and choose familiar language where possible.** Sometimes, particularly in academic writing, it can be impossible to avoid **jargon** (specialized vocabulary used in specific contexts), but whenever possible, use terms with broad recognizability for a wide audience. For example, instead of saying that "the colleagues exhibited synergistic agreement," one could just as easily say "the colleagues worked together well as a team."

## HOW TO APPROACH A TIMED ESSAY

When writing timed essays, it can be useful to memorize the following five-step approach to timed writing.

**Step 1: Read and thoroughly understand the prompt and any given supplemental resources.**

Readers for the CLEP College Composition exam will evaluate how well test takers respond to the given prompt and any supplemental materials. A strong essay begins with a thorough understanding of what is expected. Be sure to read the instructions closely to understand exactly what to do and what to include. Analyze the issue at hand as well as any opposing viewpoints. While considering the prompt itself, reflect on the perspective the essay will take.

**Step 2: Brainstorm ideas for the argument.**

The most important thing is the development of a clear argument with supporting evidence and examples, no matter which stance the writer chooses. Test takers should clearly articulate their point of view and why they think that way. Beginning prewriting with a tentative thesis statement is a great way to start the process. One can also list examples of what they've experienced, observed, read, seen, and studied that support their perspective. When working with supplementary sources in the second essay, determine which parts to reference. Then, jot notes to articulate the argument around the examples and evidence identified as relevant.

**Step 3: Plan and outline the essay.**

Organize the ideas and examples and think about the order in which to present them. A brief outline might look something like this.

1. Introduction + thesis statement
2. Reason/example 1
    a. Support 1
    b. Support 2
3. Reason/example 2
    a. Support 1
    b. Support 2
4. Other perspectives
    a. Reasons why counterargument 1 is flawed
    b. Reasons why counterargument 2 is flawed
5. Conclusion

A quick outline can keep a writer focused so they don't veer off topic. Depending on how much space and time is left, one may decide to skip a paragraph, example, or a counterargument. Prioritize the strongest points

and examples first in the outline to maximize time. One or two well-developed body paragraphs works better than several underdeveloped examples. If time is running out, an outline can also help writers quickly jot down at least a sentence or two for any paragraphs that remain to be written, ensuring that at least the basics of the full argument are included.

**Step 4: Write the essay.**

After outlining, take the time to write a full draft. The words should flow much more freely having planned. Be sure to follow through on the outline; don't fundamentally change the thesis statement or shift gears in the middle of writing or a significant amount of rewriting will be needed. Instead, focus on getting through a full draft of the essay as planned and making adjustments to the argument as time allows. Don't forget to write the introduction and conclusion and leave at least five minutes for the last step: proofreading. Even a single sentence conclusion is better than no conclusion at all.

**Step 5: Proofread and review the essay.**

Once drafting is done, read through to catch any errors. There is no spellchecker or grammar checker available, so read closely to catch any misspelled words, fragments, missing commas, and other errors. This is also the time to ensure that the thesis statement included in the introduction matches the final essay. If there is more time left over than expected, review the essay again, looking for places to add detail, use more specific words, or form more meaningful transitions.

It is a good idea to leave at least five minutes at the end of each essay for proofreading. While it may seem counterintuitive to spend so much time looking over writing, doing so helps writers avoid simple errors and make the writing seem more polished. When proofreading, pay especially close attention to the following:

- Errors in spelling and other typos
- Subject-verb agreement and other types of agreement (such as pronoun-antecedent agreement)
- Common usage errors
- Imprecise or unclear word choices
- Missing words, phrases, or sentences
- Missing punctuation

See Chapter 4 for a refresher on the grammar rules that govern Standard Written English. For more on how to revise writing, see Chapter 5.

## CONCLUSION

The tips and strategies in this chapter are useful for the essays in the CLEP College Composition exam, but they are also applicable to any standard composition tasks college students typically encounter. Applying these strategies regularly will help them become second nature and make writing a more intuitive process. As you practice for the essay section of the exam and write your essays, these strategies will be valuable tools.

## READINESS CHECK: ESSAY PLANNING AND DEVELOPMENT

To check how well you understand the concepts covered in this chapter, review the following questions. If you have trouble addressing any of them, consider reading through this chapter again and reviewing the key terms before moving on to the next chapter.

- How do argumentation, analysis, and synthesis relate to good writing?
- What are the tenets of an organized essay?
- How can a traditional five-paragraph structure help you produce an organized essay?
- Identify the following elements of a strong essay and state their purpose. Can you name a few techniques for writing each element?
    - Introduction
    - Thesis statement
    - Transitional words and phrases
    - Topic sentences
    - Body paragraphs
    - Conclusion
- What can you do to make a thesis statement more concise, specific, and argumentative?
- What is the relationship between a thesis statement and topic sentences?
- What are the four elements of a well-developed body paragraph?
- How can you use a thesis statement to help you develop a conclusion?
- What does it mean to be concise and why is concision important?
- What are redundancies and why do you want to avoid them?
- Can you recall the five-step approach to a timed essay?
- What is the significance of proofreading?

## TEST YOURSELF: ESSAY PLANNING AND DEVELOPMENT

**Directions:** Choose the best answer based on your understanding of the content in this chapter. If you struggle to answer any of the questions, review the chapter's content again.

1. The purpose of a thesis statement is to

   **A.** state the sources you'll use in your argument
   **B.** hook your reader's attention
   **C.** summarize each detail of the argument to come
   **D.** provide an overview of the main argument
   **E.** indicate where the writer got their ideas

2. Which of the following thesis statements is NOT argumentative?

   **A.** Prioritizing reduced consumption over increased recycling efforts is the better long-term solution for communities that wish to affect climate change.
   **B.** Despite its allure, international travel often fails to live up to the expectations forged by the high expenditure required.
   **C.** The potential correlation between sleep apnea and early onset dementia necessitates a great deal more research.
   **D.** Lowering the voting age to 16 would enhance youth engagement in civic affairs.
   **E.** Stem cell research remains a topic about which many people have differing opinions.

**3.** A strong body paragraph contains all of the following EXCEPT

**A.** Anecdotes
**B.** Analysis
**C.** Evidence
**D.** A main idea or topic sentence
**E.** A summary or transition sentence

**4.** Which of the following tips would NOT help you maintain the appropriate style for the CLEP essays?

**A.** Paying attention to concision to avoid redundancies
**B.** Employing a variety of sentence lengths and structures
**C.** Including a thesis statement, topic sentences, and relevant transitions
**D.** Integrating common slang terms and addressing the reader in a casual, conversational way
**E.** Making precise and nuanced word choices

**5.** The following sentences contain four redundancies. Which of the indicated underlined phrases is NOT redundant?

(A) <u>This weekend</u> on Saturday my friend and I are driving (B) <u>in the car</u> (C) <u>to visit my Uncle Gene</u> in New York City. He lives there with my aunt, (D) <u>his wife</u> Rita, who is so funny (E) <u>and hilarious</u>.

**A.** This weekend
**B.** in the car
**C.** to visit my Uncle Gene
**D.** his wife
**E.** and hilarious

## Answer Key and Explanations

| 1. D | 2. E | 3. A | 4. D | 5. C |
|---|---|---|---|---|

1. **The correct answer is D.** The purpose of the thesis statement is to explain the overarching argument that will guide the composition. It is not the place to list each of the individual details of your argument (choice C) since you will do so in the body paragraphs. In an introduction, you'll want to hook the reader's attention (choice B) and may decide to indicate some of the sources you used (choice A) or where your ideas came from (choice E), but this is not true of every single introduction nor is it a summary of the thesis statement's purpose.

2. **The correct answer is E.** For a thesis statement to be argumentative, it must be possible for a reasonable person to agree or disagree with the statement. While it is possible that a person might disagree with the idea that stem cell research remains a topic of debate, this argument would not stand up to reason—there are people with differing opinions on stem cell research, so it is, in fact, a topic about which "many people have differing opinions." For the thesis statement to be argumentative, the writer would need to come up with a stance to take regarding stem cell research, such as something like "While stem cell research remains a hotly contested topic, recent studies suggest that it's absolutely critical to today's medical research."

3. **The correct answer is A.** While there is nothing wrong with including a brief, relevant anecdote in a body paragraph, anecdotes are not necessary for a good body paragraph. However, all body paragraphs should contain some kind of topic sentence stating the main idea of the paragraph, some kind of evidence accompanied by analysis, and a final sentence that either summarizes the paragraph or helps transition to the next paragraph.

4. **The correct answer is D.** Since slang and a conversational tone would be incongruent with the formal, academic style expected on your exam, they are best avoided.

5. **The correct answer is C.** The only phrase that adds necessary additional information is choice C, "to visit my Uncle Gene." This phrase makes it clear why the speaker is driving into the city on Saturday. One could make an argument that choice D is not redundant because a reader might wonder whether Aunt Rita is Gene's wife or sister, but this is not as good of an answer as choice C, which contains clearly pertinent information that hasn't already been indicated.

Chapter 9

# Sample Essays and Scoring

## OVERVIEW

- The First Essay
- The Second Essay
- Conclusion
- Readiness Check: Sample Essays and Scoring
- Test Yourself: Sample Essays and Scoring

Both essays on the CLEP College Composition exam are designed to assess **argumentation** and **analysis** skills. The second essay also evaluates a writer's ability to synthesize information from a given set of sources. While the previous chapter discussed how to plan and execute an essay under timed conditions, this chapter covers the specifics of each essay in the CLEP exam. Along with practice essay prompts, there will be an opportunity to review example essays as well as the scoring guides used by CLEP readers.

## THE FIRST ESSAY

The first essay required on the CLEP College Composition exam should take 30 of the total 70 minutes allotted for the essay section. It requires test takers to discuss their stance in response to a given statement. The statement will provide information with which one can agree or disagree. Once a stance is selected, draw on any prior knowledge or experience to craft an **argument** that demonstrates it.

## Directions

The directions for the first essay on the CLEP College Composition exam will read something like the following.

**Directions:** Consider the following topic statement and write an essay in which you agree or disagree with it. Use specific reasons, examples, and experiences to support your argument.

## Scoring

The following scoring guide for the first essay has been reproduced from the official *CLEP College Composition Exam Guide*. This is the scoring guide used by the College Board for the first essay on the CLEP College Composition exam.

SCORING GUIDE: FIRST ESSAY

| Scoring Band | A typical essay in this category . . . |
|---|---|
| 6<br>The essay demonstrates *a high degree of competence and sustained control*, although it may have a few minor errors. | • addresses all elements of the writing task effectively and insightfully<br>• develops ideas thoroughly, supporting them with well-chosen reasons, examples, or details<br>• is well focused and organized<br>• demonstrates superior facility with language, using effective vocabulary and sentence variety<br>• demonstrates general mastery of the standard conventions of grammar, usage, and mechanics but may have minor errors |
| 5<br>The essay demonstrates *a generally high degree of competence*, although it will have occasional lapses in quality. | • addresses the writing task effectively<br>• is well developed, using appropriate reasons, examples, or details to support ideas<br>• is generally well focused and well organized<br>• demonstrates facility with language, using appropriate vocabulary and some sentence variety<br>• demonstrates strong control of the standard conventions of grammar, usage, and mechanics but may have minor errors |

## SCORING GUIDE: FIRST ESSAY (*CONTINUED*)

| Scoring Band | A typical essay in this category . . . |
|---|---|
| 4<br>The essay demonstrates *clear competence,* with some errors and lapses in quality. | • addresses the writing task competently<br>• is adequately developed, using reasons, examples, or details to support ideas<br>• is adequately focused and organized<br>• demonstrates competence with language, using adequate vocabulary and minimal sentence variety<br>• generally demonstrates control of the standard conventions of grammar, usage, and mechanics but may have some errors |
| 3<br>The essay demonstrates *limited competence*. | . . . exhibits ONE OR MORE of the following weaknesses:<br>• addresses only some parts of the writing task<br>• is unevenly developed and often provides assertions but few relevant reasons, examples, or details<br>• is poorly focused and/or poorly organized<br>• displays frequent problems in the use of language<br>• demonstrates inconsistent control of grammar, usage, and mechanics |
| 2<br>The essay is *seriously flawed*. | . . . exhibits ONE OR MORE of the following weaknesses:<br>• is unclear or seriously limited in addressing the writing task<br>• is seriously underdeveloped, providing few reasons, examples, or details<br>• is unfocused and/or disorganized<br>• displays frequent serious errors in the use of language that may interfere with meaning<br>• contains frequent serious errors in grammar, usage, and mechanics that may interfere with meaning |
| 1<br>The essay is *fundamentally deficient*. | . . . exhibits ONE OR MORE of the following weaknesses:<br>• provides little or no evidence of the ability to develop an organized response to the writing task<br>• is undeveloped<br>• contains severe writing errors that persistently interfere with meaning |
| 0<br>The essay is *off topic*. | . . . exhibits ONE OR MORE of the following weaknesses:<br>• provides no evidence of an attempt to respond to the assigned topic<br>• is written in a language other than English<br>• merely copies the prompt<br>• consists of only keystroke characters |

Source: College Board, *College Composition Exams: Exam Guide*, 2023. Available for purchase at https://clep.collegeboard.org/clep-exams/college-composition.

## Sample Essay

Here is an example of how a prompt for the first essay will look on the exam. It is followed by an example of a top-scoring essay on the given prompt and an explanation of why the essay is successful. For more on how the scoring guide relates to real writing, see the sample essays in Chapter 3. Similar examples are also provided in the official *CLEP College Composition Exam Guide*.

**Directions:** Consider the following topic statement and write an essay in which you agree or disagree with it. Use specific reasons, examples, and experiences to support your argument.

### *Topic*

These days, if a field of study wants to advance and generate innovative ideas, it cannot do so without integrating knowledge, methods, or concepts from other fields of study.

### *Score 6 Sample Essay*

As human knowledge advances, so does our capacity for recognizing the patterns and congruences that link discrete fields of study. Emergant fields like neuroscience and cultural ecology illuminate the ways that fields of study once thought disparate, like the humanities and the hard sciences, have more in common than scholars of the past might have first realized. There can be no doubt that all fields are enriched by recognizing where their threads intertwine within the tapestry of academic study. While it may be a stretch to say that no field of study could advance significantly without incorporating knowledge or experience from other disciplines, it is true that virtually all fields of study would benefit from adopting interdisciplinary approaches. Interdisciplinary approaches help fields expand by introducing new perspectives, ensuring more equitable approaches, and creating opportunities for dialogue and innovation.

There's a popular saying that goes something like "the definition of insanity is doing the same thing and hoping for different results." Yet this is often the approach that many fields of study take. Methods and theories are time tested, canonized, and elevated as accepted knowledge, often making it harder for new ideas to gain a foothold. The

result is the creation of different academic bubbles where researchers interact primarily with other researchers from their own field—an echo chamber can be the only result. Different fields have their own ways of approaching the same topics, and expanding study to include more of those approaches ultimately supports a more multifaceted approach to knowledge.

Expanding approaches is also the key to creating more equitable fields of study. When tried and true methods and thinkers are privileged, the inevitable power imbalances that govern the world at large play out in terms of whose ideas are valued and what types of people get to make an impact. This often leads to fields of study reserving opportunities and renown for those with the most power before anyone else. While critics of this position might assert that outside ideas water down the clarity of academic fields, it is also true that such a "watering down" usually involves the introduction of perspectives that have historically been ignored. Inviting dialogue with a wider range of fields also means inviting dialogue with a greater variety of people, all of whom have something to contribute. Consider, for instance, the contributions made by those in disability studies, women's studies, and race and ethnic studies to fields like medicine and psychology, helping both of the latter account for a wider range of human experiences.

As fields of study embrace interdisciplinary thinking, they also gain new opportunities for dialogue and innovation. No one field can master human knowledge, but numerous fields working together can illuminate larger patterns that would be impossible to recognize from a single vantage point. For example, when art historians first started working with forensic scientists, chemists, and archaeologists, they were able to develop better methods for identifying the age and history of art works via techniques like carbon dating. Opportunities like this one are myriad, provided different fields of study are willing to work together.

Our world is ever changing, and the paradigms that different fields of study use to make sense of our world must shift with it. While it may be possible that some fields of study can advance considerably in isolation, there is no doubt that interdisciplinarity is a valuable tool for expanding knowledge in virtually all fields. The problems that the world faces are likely to only get more complicated, but so too will our knowledge of how the world works become more complex. Working together, rather than apart, is our best bet at continuing to advance knowledge.

### *Scoring Analysis for Sample Essay*

**This response scores 6 out of 6 for the following reasons:**

- **It answers the task.** With care and considerable sophistication, the writer not only gives cogent reasons for agreeing with the statement, but also responds thoughtfully to potential challenges by acknowledging critics. The writer recognizes that while they agree with the basic premise of the statement, it may not apply in every single case.
- **It is well supported.** Support for the writer's position is abundant. They draw on their own ideas, experiences, and past knowledge to offer relevant examples, such as those about art historians and carbon dating, or the role that women's and disability studies have played in psychology and medicine.
- **It is well organized.** The writer uses the opening paragraph to state and qualify their position by venturing a specific thesis statement. They then use subsequent, discrete, and well-constructed body paragraphs to counter challenges and reinforce the position. All ideas lead logically and smoothly to a satisfying conclusion.
- **It is fluid, precise, and graceful.** The capable prose includes short sentences that are interspersed with longer ones. Advanced word choices include *congruences*, *equitable*, and *myriad*. The tone and style help the reader form an opinion of the writer as objective and thoughtful.
- **It observes the conventions of Standard Written English.** There may be some minor errors present, such as the misspelling of *emergent* as "emergant." This error does not impact meaning and would therefore have no effect on one's score unless it was one of numerous similar errors.

**Other observations:** The writer's use of a **divided thesis** statement helps make it clear how they will organize their argument. The writer uses the basic five-paragraph essay structure but adds nuance in the form of detailed, specific examples and thoughtful **topic sentences**. The writer addresses critics or challenges to the stance well enough, but the essay would be even stronger with more direct analysis of potential **counterarguments** to the stance the writer takes. This essay is well organized, thorough, and demonstrates a strong command of vocabulary and **syntax**. Readers do not expect perfection in 30 minutes; nor do they expect test takers to cover every single aspect of the topic. What they do expect, however, are intelligent, fluent, well-supported, and well organized responses within the time constraints.

## THE SECOND ESSAY

The second essay on the CLEP College Composition exam should take 40 of the total 70 minutes allotted for the essay section. This time allotment includes the time spent reading the two **sources** provided with the prompt.

As with the first essay, test takers are required to take a stance in relation to a given prompt. The test will provide a statement labeled "introduction" that will discuss a common topic. It will also provide excerpts from two sources that address the topic. The "assignment" asks that one take a stance on the topic outlined in the "introduction" based on what they learned reading the two sources. Test takers will also be prompted to engage in **synthesis**, meaning ideas and quotations from both sources should be integrated and properly cited to support the argument.

### Directions, Prompt, and Sources

All the second essay prompts start out with directions followed by a short paragraph "introduction" that briefly explains a topic of debate or discussion. There will then be an "assignment" that explains how the essay should be structured in terms of the introduction given.

### Scoring

The following scoring guide for the second essay has been reproduced from the official *CLEP College Composition Exam Guide*. This is the scoring guide used by the College Board for the second essay on the CLEP College Composition exam.

**SCORING GUIDE: SECOND ESSAY**

| Scoring Band | A typical essay in this category . . . |
|---|---|
| 6<br>The essay demonstrates *a high degree of competence and sustained control,* although it may have a few minor errors. | • cites sources appropriately<br>• develops a position effectively and insightfully, using well-chosen reasons, examples, or details for support<br>• synthesizes* both sources effectively, with an effective and convincing link between the sources and the position<br>• is well focused and well organized<br>• demonstrates superior facility with language, using effective vocabulary and sentence variety<br>• demonstrates general mastery or the standard conventions of grammar, usage, and mechanics but may have minor errors |

(*continues*)

## SCORING GUIDE: SECOND ESSAY (*CONTINUED*)

| Scoring Band | A typical essay in this category . . . |
|---|---|
| 5<br>The essay demonstrates *a generally high degree of competence*, although it will have occasional lapses in quality. | • cites sources appropriately<br>• develops a position consistently, using appropriate reasons, examples, or details for support<br>• synthesizes both sources clearly, with a clear link between the sources and the position<br>• is generally well focused and well organized<br>• demonstrates facility with language, using appropriate vocabulary and some sentence variety<br>• demonstrates strong control of the standard conventions of grammar, usage, and mechanics but may have minor errors |
| 4<br>The essay demonstrates *clear competence,* with some errors and lapses in quality. | • cites sources appropriately<br>• develops a position adequately, using reasons, examples, or details for support<br>• synthesizes both sources adequately, with a link between the sources and the position<br>• is adequately focused and organized<br>• demonstrates competence with language, using adequate vocabulary and minimal sentence variety<br>• generally demonstrates control of the standard conventions of grammar, usage, and mechanics but may have some errors |
| 3<br>The essay demonstrates *limited competence.* | . . . exhibits ONE OR MORE of the following weaknesses:<br>• develops a position unevenly, often using assertions rather than relevant reasons, examples, or details for support<br>• synthesizes one source only or two sources inadequately, or establishes an inadequate link between the source(s) and the position<br>• displays problems in citing sources: citations are confusing or incomplete<br>• is poorly focused and/or poorly organized<br>• displays frequent problems in the use of language<br>• demonstrates inconsistent control of grammar, usage, and mechanics |

## SCORING GUIDE: SECOND ESSAY (*CONTINUED*)

| Scoring Band | A typical essay in this category . . . |
|---|---|
| 2<br>The essay is *seriously flawed.* | . . . exhibits ONE OR MORE of the following weaknesses:<br>• is seriously underdeveloped, providing few or no relevant reasons, examples, or details for support<br>• synthesizes only one source weakly or establishes a very weak link between the source(s) and the position<br>• does not cite any source<br>• is unfocused and/or disorganized<br>• displays frequent serious errors in the use of language that may interfere with meaning<br>• contains frequent serious errors in grammar, usage, and mechanics that may interfere with meaning |
| 1<br>The essay is *fundamentally deficient.* | . . . exhibits ONE OR MORE of the following weaknesses:<br>• does not develop a position<br>• fails to synthesize the source(s) used or uses no sources at all<br>• contains severe writing errors that persistently interfere with meaning |
| 0<br>The essay is *off topic.* | . . . exhibits ONE OR MORE of the following weaknesses:<br>• provides no evidence of an attempt to respond to the assigned topic<br>• is written in a language other than English<br>• merely copies the prompt<br>• consists of only keystroke characters |

* For the purposes of scoring, *synthesis* refers to combining the sources and writer's position to form a cohesive, supported argument.

Source: College Board, *College Composition Exams: Exam Guide*, 2023. Available for purchase at https://clep.collegeboard.org/clep-exams/college-composition.

## Sample Essay

Here is an example of how a prompt for the second essay will look on the exam. It is followed by an example of a top-scoring essay on the given prompt and an explanation of why the essay is successful. For more on how the scoring guide relates to real writing, see the sample essays in Chapter 3. Similar examples are also provided in the official *CLEP College Composition Exam Guide*.

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**Directions:** Write an essay in which you use **both** provided sources to support your argument. Properly cite the sources when you refer to them.

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### *Introduction*

Graffiti occupies a divisive space in the realm of artistic expression, eliciting both admiration and condemnation. Supporters champion its capacity for social critique and visual enhancement of drab urban environments, advocating for its recognition as a legitimate art form. Conversely, critics condemn graffiti as an act of vandalism that infringes on property rights and detracts from the aesthetic appeal of public spaces. The debate over the artistic validity of graffiti highlights broader discussions surrounding creativity, public perception, and legality.

### *Assignment*

Read the following sources carefully. Then write an essay in which you develop a position on whether graffiti should or should not be considered art. Be sure to incorporate and cite both accompanying sources as you develop your position.

Source 1:

Guadeeri, Chita V. "My City, My Canvas." *Modern Art Spaces* 11.4 (2021): 17–28.

**The following passage is excerpted from an article in an art journal.**

In the colorful tapestry of urban landscapes, graffiti emerges not merely as a form of artistic expression but as a potent tool for political protest and social commentary. From the vibrant streets of post-wall Berlin to the sprawling favelas of Rio de Janeiro, graffiti artists wield their spray cans as instruments of dissent, painting vivid murals that challenge established power structures and amplify the voices of marginalized communities. In these contested spaces, graffiti transcends its status as mere vandalism, transforming walls into canvases for commentary and resistance.

What distinguishes graffiti from conventional forms of art is its democratizing ethos—its public status invites participation from a diverse array of individuals who may lack access to traditional artistic avenues. Unlike exclusive galleries or elite institutions, the streets serve as an open-air gallery, welcoming contributions from both seasoned artists and aspiring amateurs. This inclusivity fosters a sense of ownership over public spaces that empowers citizens to reclaim their environments and shape the visual narratives that define their communities. By blurring the boundaries between creator and spectator, graffiti challenges the notion of art as a passive commodity, inviting viewers to engage actively with their surroundings and interrogate prevailing norms.

In recent years, the growing acceptance of graffiti among art critics has further legitimized its status as a bona fide art form worthy of scholarly inquiry and critical praise. No longer dismissed as mere vandalism, graffiti is increasingly recognized for its technical skill, aesthetic innovation, and cultural significance. Critics laud graffiti artists for their ability to navigate the complexities of urban life, weaving together diverse influences to create vibrant tapestries that reflect the pulse of the city. As graffiti continues to evolve and adapt to changing social landscapes, its presence on the streets serves as a testament to the enduring power of art to provoke, inspire, and unite.

Source 2:

Forrester, Elan. *Notes on Contemporary Art in the 21st Century*. Denver: Peterson's, 2017.

**The following passage is excerpted from a book on 21st-century art.**

While some may argue that graffiti constitutes a form of artistic expression, the reality remains that most graffiti is little more than vandalism. While exceptional talents like Banksy and collectives such as 1Up have managed to garner acclaim and legitimacy within the art world, their work represents a small fraction of the vast sea of graffiti that adorns urban landscapes. As such, these prolific and exceptional standouts should be considered exceptions to the rule of graffiti as eyesore. For every Banksy, there are countless anonymous taggers whose primary motivation is not artistic expression but rather territorial marking or simple acts of defiance.

It is essential to distinguish between graffiti that embodies artistic merit and graffiti that constitutes vandalism. While the former may indeed contribute to the cultural fabric of a city, the latter serves only to degrade and deface public spaces. However, even within the realm of legitimate graffiti, there exists a tension between artistic expression and civic responsibility. Many municipalities struggle to strike a balance between providing opportunities for graffiti artists to explore their craft in sanctioned spaces while also safeguarding public property from unauthorized defacement. By establishing designated graffiti zones and fostering partnerships between local governments and artistic communities, cities can channel the creative energies of graffiti artists in ways that enhance rather than detract from the urban landscape.

### *Score 6 Sample Essay*

Graffiti has long been a subject of controversy in the art world. For many years, it seemed like art critics either dismissed it or didn't pay it any mind, but the past few decades have changed that. Some still view it solely as vandalism, while others argue vehemently for graffiti's recognition as a legitimate art form. This essay contends that graffiti should indeed be considered art because of its aesthetic, political, and cultural legitimacy.

Firstly, graffiti possesses aesthetic value that cannot be disregarded. As Chita Guadeeri asserts, graffiti serves as a vibrant medium for social critique and visual enhancement of urban environments. It allows people to "reclaim their environments and shape the visual narratives that define their communities" in ways that are simply not possible through most other media (Guadeeri, 2021). Graffiti is not limited to scribbled tags but can include an array of artistic styles, colors, and mixed media. It is often bold and beautiful enough that it transcends its status as so-called vandalism, especially when you consider large format graffiti, such as murals. Even though Elan Forrester is more critical of graffiti than Guadeeri, he still acknowledges "prolific and exceptional standouts" like Banksy and the collective 1Up, implying that at least some graffiti has artistic merit. (2017) These artists have developed a good reputation in the art world because of the aesthetic innovation and technical skill inherent in their work, so it stands to reason that not all graffiti can be considered mere vandalism.

Secondly, graffiti is an important mechenism for political protest and social commentary. Graffiti artists "wield their spray cans as instruments of dissent," thereby "[challenging] established power structures and [amplifying] the voices of marginalized communities" (Guadeeri, 2021). This aspect of graffiti distinguishes it from conventional forms of art, as it engages directly with sociopolitical issues and fosters public discourse. While some may dismiss graffiti as mere vandalism, its ability to provoke thought and incite change should not be overlooked. Guadeeri specifically mentions Berlin and Rio de Janeiro because these are two places where graffiti has been used to call for serious social change. Forrester is critical of the way graffiti treads the line between artistic expression and vandalism, but it is this exact tension that makes it so politically potent as a protest form. Since graffiti "[interrogates] prevailing norms," it can also prompt people to think differently about the cities they inhabit. (Guadeeri, 2021)

Lastly, the growing acceptance of graffiti among both art critics, and the public alike, further legitimizes its status as art. Critics laud graffiti artists for their ability to reflect how complex urban life is and create work that reflects the experiences of people who live nearby. This recognition highlights the cultural significance of graffiti and its role, in shaping contemporary art movements. Though he is critical of graffiti as a form of vandalism, Forrester even acknowledges that

if cities were to create spaces where graffiti artists could work legitimately, then graffiti could be recognized more easily as an artistic craft rather than a public nuisance. Forrester also seems to forget that even in unsanctioned places, graffiti can have a positive impact—for instance, a mural painted on an abandoned factory near downtown in my city turned a grim, desolate space into a beautiful one where people take selfies. Guadeeri supports this stance by pointing out that the way that graffiti artists have democratized both public and private spaces for cultural use means that streets now "serve as an open-air gallery, welcoming contributions from both seasoned artists and aspiring amateurs" (2021). In this sense, Guadeeri would argue, both sanctioned and unsanctioned forms of graffiti have their artistic place.

Given this analysis, it seems that graffiti should unquestionably be considered art due to its aesthetic, political, and cultural significance. Despite the controversy surrounding it, graffiti serves as a powerful medium for social critique, political protest, and artistic innovation. By recognizing the artistic merit of graffiti and providing opportunities for legitimate expression, society can embrace the transformative potential of this vibrant form of urban art.

### *Scoring Analysis for Sample Essay*

**This response scores 6 out of 6 for the following reasons:**

- **It demonstrates a clear position.** After reading the essay, the reader has no question which stance the writer is taking. They use a divided thesis to set up three clear divisions in their argument, then develop their body paragraphs to follow a clear train of thought, addressing potential counterarguments (such as those made by Forrester) along the way.
- **It is well supported.** The writer has not only effectively blended both sources into their writing but also included their own evidence from their experience by mentioning the mural in their home city and relating it to what Guadeeri argued in her article. Each piece of evidence is well integrated and supported by clear analysis. The citations are integrated properly.
- **It is well organized.** The divided thesis statement sets up a strong structure that the writer then follows well in this traditional five-paragraph essay. Transition words and topic sentences ensure that the reader is always aware of how individual elements of the composition support the main idea.

- **It is fluid, precise, and graceful.** While some sentences are a bit long and could possibly be shortened, this writer does an overall good job of creating variety in their syntax and prose. Advanced word choices include *discourse, contends*, and *laud*. Descriptive word choices include *vehemently, desolate*, and *vibrant*. The tone and style help the reader form an opinion of the writer as objective and thoughtful.
- **It observes the conventions of Standard Written English.** There may be some minor errors present, such as the misspelling of *mechanism* as "mechenism" and a few misplaced commas. However, these errors do not impact meaning and would therefore have no effect on the score unless accompanied by numerous similar errors.

**Other observations:** As with the first sample essay in this chapter, the writer's use of a divided thesis statement makes the organization of their argument clear. The writer uses the basic five-paragraph essay structure but adds nuance in the form of detailed, specific examples and thoughtful topic sentences. Their synthesis of the provided sources is particularly strong and helps them address critics while also generating potent counterarguments. The writer appears in command of their own argument throughout, staying on topic and seamlessly blending outside sources while providing clear and precise citation information.

## CONCLUSION

Practicing with sample prompts makes it easier to execute thoughtful and well-developed essays on exam day. The given scoring guides can be used to evaluate writing honestly and critically in order to identify which skills need to be practiced more. Writers should time practice essays to match test conditions and, if the practice essays prove to be difficult, should review relevant content chapters or additional practice essays using prompts from examples beyond the practice tests. Mastering the essays is largely a matter of practicing rhetorical skills. If test takers have the knowledge needed for the multiple-choice section, then they will know what is needed to do well on the essays.

## READINESS CHECK: SAMPLE ESSAYS AND SCORING

To check how well you understand the concepts covered in this chapter, review the following questions. If you have trouble addressing any of them,

consider reading through this chapter again and reviewing the key terms before moving on to the next chapter.

- How does the first essay differ from the second essay?
- How much time is recommended to spend on each essay?
- Why is it important to prewrite or plan your essay when answering writing prompts for the CLEP College Composition exam?
- What is synthesis and why is it important for the second essay?
- What are the requirements for the highest score on both essays?

# TEST YOURSELF: SAMPLE ESSAYS AND SCORING

Now, you have an opportunity to work with your own practice prompts. We suggest practicing for your essay(s) on a simple word processor with no spelling or grammar check to mimic test conditions. Set a timer each time you begin a new practice prompt so that you can practice under the testing constraints. When you are finished, evaluate your essay(s) against the scoring guide(s) provided. If you need further examples, see the sample essays provided with the scoring guides in Chapter 3.

## First Essay: Practice Prompts

**Directions:** Consider the following topic statement and write an essay in which you agree or disagree with it. Use specific reasons, examples, and experiences to support your argument.

### *Prompt 1*

Most people cannot correctly evaluate their own strengths and weaknesses without objective input from outside observers.

### *Prompt 2*

It is difficult for great artists and writers to be fully appreciated in their own time; instead, most great creatives aren't seen as great until after they've died.

### *Prompt 3*

When historians evaluate a civilization, they should be just as concerned with the well-being of the average person of the time as they are with the civilization's great achievements.

## Second Essay: Practice Prompts

**Directions:** Write an essay in which you use **both** provided sources to support your argument. Properly cite the sources when you refer to them.

### *Prompt 4 Introduction*

Hunting is a practice deeply rooted in human history, but today it evokes a wide range of opinions regarding its ecological impact. Proponents argue that hunting has ecological benefits, such as the crucial role it plays in helping limit certain animal populations, particularly in regions where certain species may become overabundant or disturb the natural balance. Conversely, critics contend that hunting is ecologically harmful, disrupting food chains and destabilizing fragile ecosystems. The debate is further complicated by broader discussions around conservation, human-wildlife interactions, and the ethics of killing animals or consuming meat more generally.

### *Prompt 4 Assignment*

Read the following sources carefully. Then write an essay in which you develop a position on whether hunting should or should not be considered ecologically responsible. Be sure to incorporate and cite both accompanying sources as you develop your position.

Source 1:

Peavey, John. "Hunting and the Mountain Community." *Mountain Ecology Quarterly* 8.2 (2019): 45–57.

**The following is taken from an article in a scientific journal.**

As a longtime resident of a mountain community nestled in the heart of the Rocky Mountains, I have witnessed firsthand the ecological benefits of hunting. In regions like ours, where elk populations can swell to unsustainable levels, hunting serves as a necessary tool for population management. By harvesting surplus individuals, hunters help prevent overgrazing and habitat degradation, thereby preserving the integrity of our fragile mountain ecosystems. This regulation of animal populations ensures that other species within the ecosystem have access to sufficient food resources, preventing competition and potential starvation among wildlife. Moreover, equilibrium between predators and prey is essential for maintaining biodiversity and ensuring the stability of ecosystems. Without the intervention of hunters, unchecked population growth among certain species can lead to ecological imbalances, with far-reaching consequences for the entire ecosystem.

Additionally, hunting contributes to the conservation of agricultural lands by mitigating conflicts between wildlife and farmers. In areas where agriculture and natural habitats intersect, the presence of large herbivores like deer can damage crops and grazing lands. By regulating animal numbers, hunters help minimize these conflicts and support sustainable agricultural practices. Furthermore, hunting provides individuals with the opportunity to consume their own meat, reducing reliance on factory farming and promoting a more environmentally friendly food system. This direct consumption of locally sourced meat not only supports sustainability but also fosters a deeper connection to the natural world and encourages responsible harvesting practices.

Source 2:

Laddstrom, Cheryl. *Ecosystems of Size: Individual Impacts*. Denver: Peterson's, 2020.

**The following is an excerpt from a book on ecology.**

Despite the perceived ecological benefits of hunting, it is important to acknowledge the significant detriments it can impose on ecosystems. One such detriment is the alteration of lifestyles for organisms across the ecosystem. Hunting can contribute to the mass removal of key species, disrupting natural behaviors and interactions among both hunted animals and those with whom they share ecosystems, leading to unforeseen consequences. Additionally, hunting often targets the largest and most reproductively mature specimens, which can destabilize population growth and make it more volatile over time, particularly in species where hunters tend to prefer certain specimens for sex-linked traits like antlers. This selective harvesting can disrupt the natural balance of populations, leading to imbalances and fluctuations in wildlife numbers.

Moreover, hunting has the potential to drive evolutionary change within species populations. By targeting certain traits or individuals, hunters can exert selective pressure that may influence the genetic makeup of populations over time. This evolutionary response to hunting pressures can have long-lasting effects on the genetic diversity and resilience of species within ecosystems. Furthermore, hunting disrupts migration and immigration patterns for numerous species, impacting their ability to move and adapt to changing environmental conditions. This disruption can lead to habitat fragmentation and isolation, further exacerbating the challenges faced by wildlife populations.

It is also crucial to differentiate between legal forms of hunting, which are often regulated by wildlife experts, and illegal forms of hunting. Poaching has led to the extinction and endangerment of numerous species worldwide. It not only decimates populations of vulnerable species but also undermines conservation efforts and endangers the integrity of ecosystems. The illegal wildlife trade perpetuates unsustainable practices and threatens the biodiversity of

ecosystems, posing a significant threat to global conservation efforts. Considering these ecological detriments, it is imperative to carefully consider the impacts of hunting on ecosystems and to implement sustainable management practices that prioritize conservation and biodiversity.

### *Prompt 5 Introduction*

The prospect of human colonization on Mars has long captured the imagination of scientists and space enthusiasts alike, igniting debates over the feasibility of such a venture within the next century. Proponents of Martian habitation argue that advancements in technology, coupled with our growing understanding of the Red Planet, make the prospect of living on Mars a tangible reality. However, skeptics remain unconvinced, citing formidable obstacles such as the hostile Martian environment, the lack of potable water, and the immense logistical challenges associated with establishing habitable habitats on a distant planet.

### *Prompt 5 Assignment*

Read the following sources carefully. Then write an essay in which you develop a position on whether human habitation on Mars is likely to be feasible within the next 100 years. Be sure to incorporate and cite both accompanying sources as you develop your position.

Source 1:

Small, Arianna. "Mars Colonies: A Dream of the Future." *Galaxies* 15.3 (2022): 78–92.

**The following is taken from an article in a scientific journal.**

As we stand on the precipice of a new era in space exploration, the dream of establishing human colonies on Mars is closer to reality than ever before. Rapid advancements in aerospace technology, exemplified by ambitious projects spearheaded by companies like SpaceX, have made the prospect of interplanetary travel increasingly feasible. With continued innovation and investment, it is entirely conceivable that within the next century, humans will not only set foot on Mars but also establish permanent settlements. Colony-based living, supported by advancements in sustainable habitat design and resource utilization, holds the key to overcoming the challenges posed by the Martian environment. By harnessing the ingenuity of human innovation, we can unlock the potential for a thriving human presence on the Red Planet.

Moreover, recent discoveries have bolstered optimism about the habitability of Mars. Evidence of water ice beneath the Martian surface suggests the presence of vital resources that could sustain future colonists and support agricultural activities. Additionally, ongoing research into terraforming techniques aims to make the Martian environment more hospitable for humans. Technologies such as carbon dioxide conversion and greenhouse gas production could potentially alter the Martian atmosphere, creating conditions conducive to human survival. Additionally, advancements in robotics and autonomous systems promise to revolutionize the construction and maintenance of Martian habitats, enabling efficient resource utilization and minimizing reliance on Earth-based support systems. With these promising developments on the horizon, the prospect of living on Mars within the next century appears increasingly attainable, even if a bit hard to conceive for the moment.

Source 2:

Corne, Didier. *More Fiction Than Science*. New York: Star Press, 2011.

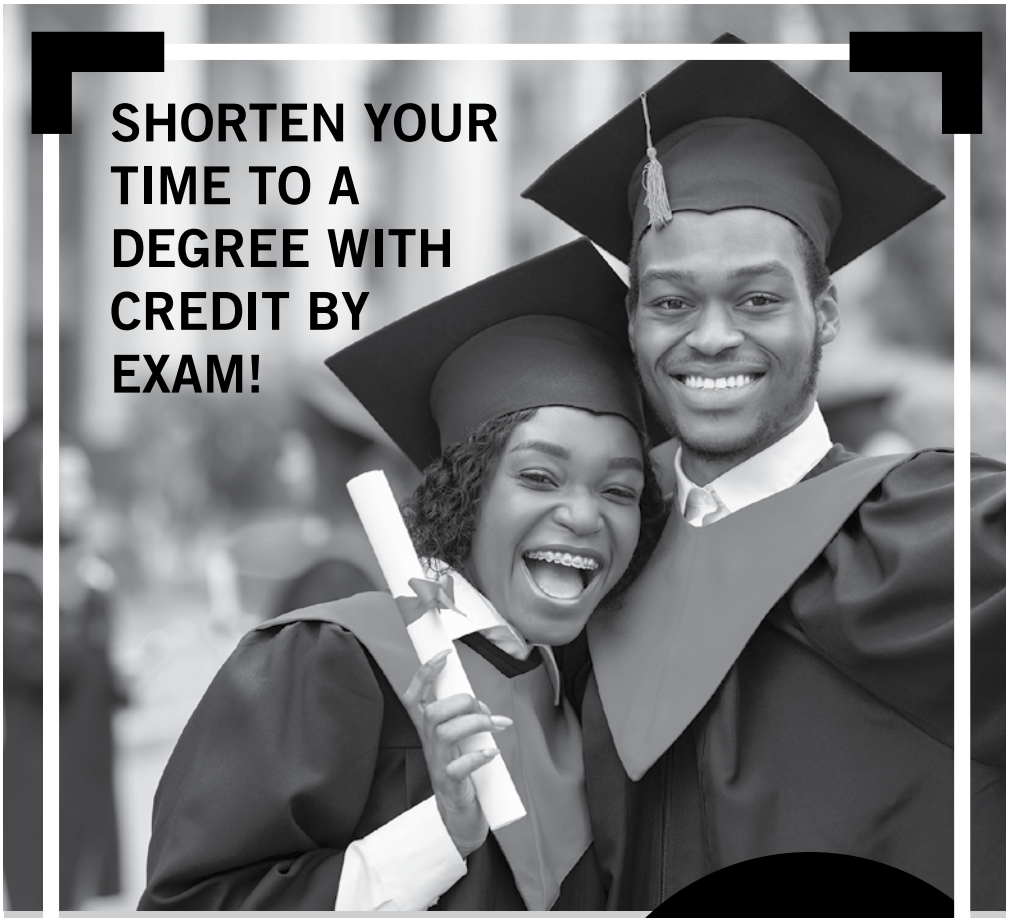
**The following is taken from a book on science in popular culture.**

There's no doubt that the idea of human habitation on Mars captures the imagination, but it's little more than a pipe dream. Indeed, the harsh realities of the Martian environment present formidable obstacles to such endeavors. Despite technological advancements, the lack of a habitable atmosphere and usable water on Mars poses significant challenges to sustaining human life. The distance between Earth and Mars further complicates matters, making the transport of essential resources and materials for colonization impractical and undoubtedly cost-prohibitive. Moreover, the logistical complexities of establishing self-sustaining colonies on a distant planet are far from trivial. Without viable solutions to these fundamental challenges, the dream of human habitation on Mars remains firmly rooted in the realm of science fiction rather than achievable reality.

Take, for instance, the surface of Mars. It is constantly subjected to extreme temperatures, radiation levels, and dust storms that could pose serious risks to human health and infrastructure. The thin Martian atmosphere provides little protection against cosmic radiation, increasing the risk of cancer and other radiation-related illnesses for potential colonists. Dust storms on Mars can engulf the entire planet for months at a time, reducing visibility and posing operational challenges for surface activities. Additionally, the lack of an established infrastructure on Mars means that any emergency situations or technical malfunctions could have dire consequences for Mars colonists, with limited resources for rescue or evacuation. These environmental hazards underscore the immense difficulty of establishing viable human settlements on Mars ever, let alone within any of our lifetimes.

Even if we could establish Mars colonies, their long-term sustainability would be contingent on the ability to establish closed-loop systems for resource recycling and waste management. While technological solutions may offer promising avenues for addressing these challenges, the sheer complexity and scale of the required

infrastructure make the prospect of self-sustaining Martian habitats a daunting proposition. On top of that, ethical considerations surrounding the potential impact of human colonization on indigenous Martian microbial life and planetary ecosystems raise important questions about the wisdom of pursuing such ventures.

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Chapter 10

# Practice Test

## OVERVIEW

- Multiple-Choice Questions
- Essay Questions
- Answer Key and Explanations
- Sample Essay Responses

**An answer sheet for this test can be found on page 249.**

This diagnostic test and the time allotted are equivalent to the length of a full CLEP College Composition exam.

**Multiple-Choice Section: 50 Questions—55 Minutes**

**Essay Section: 2 Essays—70 Minutes**

**Total Time: 2 hours, 5 minutes**

## MULTIPLE-CHOICE QUESTIONS

**Directions:** Each of the questions is followed by five suggested answers or completions. Select the one best answer for each. The Answer Key and Explanations will follow.

**For questions 1–5, read each of the sentences below. If the sentence contains an error, select the answer choice for the underlined portion of the sentence that contains the error. If the sentence does not contain an error, select "No error" (choice E).**

1. While Kyle loves working (A) at the zoo, he (B) found that (C) he is not spending nearly as much time studying (D) primates as he would like.

   **A.** at the zoo
   **B.** found
   **C.** he is not spending
   **D.** primates
   **E.** No error

2. Napoleon is historically (A) thought of as being (B) extremely short, (C) so he was actually (D) taller than average by the standards of the 19th century.

   **A.** thought of
   **B.** extremely
   **C.** so
   **D.** taller than average
   **E.** No error

**3.** (A) After completing the marathon, (B) the cheering crowd congratulated (C) the runners (D) as they crossed the finish line.

**A.** After completing
**B.** the cheering crowd
**C.** the runners
**D.** as they crossed
**E.** No error

**4.** (A) I suspect that Marcus is (B) indifferent about the outcome (C) of the game (D) because he does not follow sports.

**A.** I suspect that
**B.** indifferent about
**C.** of the game
**D.** because he does not
**E.** No error

**5.** Lucia (A) nearly picked up (B) her children from school (C) every day last year, (D) despite having a long commute.

**A.** nearly
**B.** her children
**C.** every day last year
**D.** despite
**E.** No error

**For questions 6–15, refer to the following draft of an essay to determine which parts need to be changed.**

(1) The Zambezi River is rushing through the border of the African countries of Zambia and Zimbabwe. (2) It is home to one of the most stunning achievements of nature: a spectacular waterfall that is twice as large as North America's Niagara Falls. (3) The Kololo tribe, who inhabited the area in the 1800s, called the falls "Mosi-oa-Tunya," meaning "The Smoke That Thunders." (4) Around this same time, British explorers who stumbled upon the area dubbed them "The Victoria Falls," after their queen.

(5) The waterfall, which is actually composed of five separate falls, is today considered one of the seven wonders of the natural world—naturally! (6) Visitors to the falls can spot columns of spray from up to 25 miles away, as millions of cubic meters of water per minute

plunge 100 meters over a cliff. (7) Imagine—a rushing, two-kilometer-wide river makes a sudden plunge downward for over 100 meters, slamming into the gorge below. (8) Anyone who witnesses this wonder will understand why the Kololo called it the smoke that thunders—the roaring, crashing falls send up glittering billows of wet spray. (9) Opposite the cliff, across the gorge, stands a spectacular stretch of rainforest that provides another perspective on the grandiosity of the falls. (10) Visitors can enjoy a walk along a path through the lush forest and a breathtaking, spray-soaked vision of the falls. (11) The Knife Edge Bridge provides a particularly spectacular view of the falls and of the Boiling Pot, a dramatic turn in the river. (12) As some would say, "a watched pot never boils." (13) Many visitors choose to view the sights from above, as seen from the air, taking advantage of the services of pilots who fly small planes filled with tourists over the falls.

(14) The waterfall is the attention-grabbing attraction of the area. (15) The surrounding Mosi-oa-Tunya National Park is full of wonders as well. (16) The natural beauty of the local wildlife is a must see for visitors. (17) Notwithstanding whichever attractions visitors choose to view during their time at the Mosi-oa-Tunya National Park, it is the striking power and beauty of the falls they would be least likely to forget—the image of the massive wall of water is one that lasts a lifetime.

**6.** Which is the best revision of the underlined portion of sentence 1 (reproduced below)?

*The Zambezi River is rushing through the border of the African countries of Zambia and Zimbabwe.*

**A.** The Zambezi River did rush through
**B.** The Zambezi would have rushed along
**C.** The Zambezi River rushes through
**D.** The Zambezi River rushes along
**E.** The Zambezi River; it rushes along

**7.** In context, which is the best replacement for *inhabited* in sentence 3?

**A.** discovered
**B.** invaded
**C.** lived in
**D.** developed on
**E.** settled near

**8.** In context, which is the best revision of the underlined portion of sentence 5 (reproduced below)?

*The waterfall, which is actually composed of five separate falls, is today considered one of the seven wonders of the natural world—<u>naturally</u>!*

**A.** and for good reason.
**B.** why not?
**C.** of course it is!
**D.** regardless.
**E.** and how.

**9.** Deleting which of the following sentences would most improve the coherence of the passage?

**A.** Sentence 8
**B.** Sentence 9
**C.** Sentence 10
**D.** Sentence 11
**E.** Sentence 12

**10.** In context, which of the following is the best way to combine sentences 14 and 15 (reproduced below)?

*The waterfall is the attention-grabbing attraction of the area. The surrounding Mosi-oa-Tunya National Park is full of wonders as well.*

**A.** But the waterfall is the attention-grabbing attraction of the area, so the surrounding Mosi-oa-Tunya National Park is full of wonders as well.
**B.** Although the waterfall is the attention-grabbing attraction of the area, by contrast the surrounding Mosi-oa-Tunya National Park is full of wonders as well.
**C.** Despite the waterfall being the attention-grabbing attraction of the area, the surrounding Mosi-oa-Tunya National Park is nevertheless full of wonders as well.
**D.** While the waterfall is the attention-grabbing attraction of the area, the surrounding Mosi-oa-Tunya Park is full of wonders as well.
**E.** As well as the waterfall being the attention-grabbing attraction of the area, also Mosi-oa-Tunya National Park is full of wonders.

**11.** In context, which of the following is the best revision to sentence 13 (reproduced below)?

*Many visitors choose to view the sights from above, as seen from the air, taking advantage of the services of pilots who fly small planes filled with tourists over the falls.*

**A.** Many visitors are choosing these days to see the sights from above, as seen from the air, taking advantage of the services of busy pilots who fly very small planes filled with tourists over the falls for a closer view of them.
**B.** Taking advantage of pilots who fly small planes as services for tourists over the falls, many visitors choose to view the sights from above, as seen from the air, like the pilots do.
**C.** Many visitors choose to view the sights from above, taking advantage of the services of pilots who fly small planes filled with tourists over the falls.
**D.** As a service for tourists, there are pilots who fly small planes over the falls, and many visitors are choosing to see them from above.
**E.** Many visitors choose to view the sights from above, as seen from the air, thanks to pilots offering services to tourists where they fly small planes over the falls.

**12.** Which of the following would be the best sentence with which to end the second paragraph?

**A.** It should be clear to all readers that seeing these falls would be an absolutely incredible experience for anyone who visits.
**B.** It's honestly kind of a shame since the planes used for these tourist excursions pollute the air around the falls.
**C.** Per park rangers, visitor numbers at Mosi-oa-Tunya National Park for the winter 2024 season outpaced projections made in the autumn of 2023 by a magnitude of 15%.
**D.** The multitude of ways to see the falls plus the recreational opportunities that stem from such a dynamic natural environment make Mosi-oa-Tunya one of the most popular tourist destinations in all of Africa.
**E.** There are numerous other places tourists like in Africa too, such as Mount Kilimanjaro in Tanzania and the Great Pyramids of Giza in Egypt.

**13.** In context, where should the following sentence be placed?

*Among the animals who make their homes at the Mosi-oa-Tunya National Park are zebras, giraffes, several species of antelope, wildebeests, a dazzling array of birds, and rare white rhinos.*

**A.** After Sentence 5
**B.** After Sentence 8
**C.** After Sentence 12
**D.** After Sentence 14
**E.** After Sentence 16

**14.** Which of the following is the best revision to the underlined portion of sentence 17 (reproduced below)?

*<u>Notwithstanding</u> whichever attractions visitors choose to view during their time at the Mosi-oa-Tunya National Park, it is the striking power and beauty of the falls they would be least likely to forget—the image of the massive wall of water is one that lasts a lifetime.*

**A.** Moreover
**B.** Yet
**C.** Despite
**D.** Finally
**E.** No change

**15.** Which of the following would NOT make a logical title for the passage?

**A.** "Geological Wonders of Africa"
**B.** "The Majesty of Mosi-oa-Tunya"
**C.** "What Is the Smoke That Thunders?"
**D.** "Mosi-oa-Tunya: The Jewel of the Zambezi River"
**E.** "A Brief Overview of Victoria Falls"

**Questions 16–25 refer to the following draft of an essay. Parts of the selection may need corrections.**

(1) The ancient Mayans inhabited the area that now consists of Mexico, Guatemala, Belize, Honduras, and El Salvador. (2) Their rich civilization flourished from the third through the ninth centuries. (3) Plus the many notable achievements of this society was the Mayan understanding of astronomy, which was manifest not only in Mayan science but in every aspect of the culture. (4) Ancient Mayans kept meticulous records of the movements of the sun and moon, the planets, and the stars that were visible to the naked eye. (5) Based on the solar year, they created a calendar which they used to keep track of time. (6) The Mayans' observations were so astute that they could predict such events as solar and lunar eclipses, and the movement of the planets.

(7) For the ancient Mayans, astronomy was not just a science; it was a combination of science, religion, and philosophy that was found into many aspects of their lives, including architecture. (8) Mayan ceremonial buildings, for example, were aligned exactly with compass points so that at the fall and spring equinoxes, light would flood the interior of the building. (9) These buildings were designed and built as acts of worship to the Mayan gods: science, architecture, and religion, then, were all intricately and beautifully blended. (10) Government, too, was inextricably linked with astronomy since the beginnings and endings of the reigns of Mayan leaders appear to have been timed to coincide with astronomical events. (11) Ancient Mayan artwork also depicts royalty wearing symbols relating to the sun, moon, and sky.

(12) The Mayans believed that the sun and moon were guided across the sky by benevolent gods, and that these gods needed human help to thwart the evil gods. (13) It was considered an honor to die for this cause, and those who were sacrificed were believed to have gained eternal life. (14) The planet Venus, which can often be seen by the unaided eye, played an especially key role in Mayan life. (15) The Mayans used the appearance of Venus in the sky as a means of timing when they attacked enemies. (16) Some scholars believe that the Mayans were far too violent, engaging in war over the slightest of agitations. (17) The night sky, then, among its other duties, served as a call to war. (18) The ancient Mayans, in looking to the night sky for guidance, discovered a natural order around which they were able to base a rich and nuanced civilization.

**16.** In context, which of the following revisions for the underlined portion of sentence 3 (reproduced below) is best?

*Plus the many notable achievements of this society was the Mayan understanding of astronomy, which was manifest not only in Mayan science but in every aspect of the culture.*

**A.** As well
**B.** Despite
**C.** Among
**D.** Between
**E.** Besides

**17.** In context, which of the following versions of the underlined portion of sentence 7 (reproduced below) is best?

*For the ancient Mayans, astronomy was not just a science; it was a combination of science, religion, and philosophy that was found into many aspects of their lives, including architecture.*

**A.** would be found
**B.** was finding
**C.** had to find
**D.** found its way
**E.** could be found

**18.** In context, which of the following revisions of the underlined portion of sentence 9 (reproduced below) is best?

*These buildings were designed and built as acts of worship to the Mayan gods: science, architecture, and religion, then, were all intricately and beautifully blended.*

**A.** Mayan gods: Science
**B.** Mayan gods, science
**C.** Mayan gods; science
**D.** Mayan gods science
**E.** Mayon gods-science

**19.** Which of the following would be the best sentence with which to end the second paragraph?

**A.** My art teacher showed us a picture of a Mayan sculpture where the human appears to be holding a moon.
**B.** Dr. Guy Reardon at the University of Fort Collins notes that "significant astrological events would have been easier to see back then on account of less light pollution" (2021).
**C.** *Brittanica* notes that limestone and marble are both abundant resources in Belize, so it makes sense that the Maya would have carved sculptures from these stones.
**D.** Archaeologists from Mexico City College have been studying fossil evidence from ancient Mayan cities like Palenque and believe that maize was considered a holy resource for the Mayans.
**E.** Writing on a collection of artifacts from the Maya, the Metropolitan Museum of Art noted that "for the Maya, the astrological plane was intimately connected to the terrestrial plane, and most artwork from the period helps illuminate this connection" (2022).

**20.** Which would be the best place to insert the following sentence?

*Human intervention took the form of different rituals, including sacrifice.*

**A.** After Sentence 6
**B.** After Sentence 8
**C.** After Sentence 10
**D.** After Sentence 12
**E.** After Sentence 14

**21.** Deleting which of the following sentences would most improve the coherence of the passage?

**A.** Sentence 14
**B.** Sentence 15
**C.** Sentence 16
**D.** Sentence 17
**E.** Sentence 18

**22.** In context, which is the best transition to add to the beginning of sentence 18?

**A.** In short,
**B.** At the end of the day,
**C.** As a result,
**D.** Consequently,
**E.** That being said,

**23.** In context, which of the following is the best replacement for *nuanced* in sentence 18?

**A.** isolated
**B.** complex
**C.** misunderstood
**D.** outgoing
**E.** wealthy

**24.** Which of the following sentences is best to add after sentence 18?

**A.** Thanks to significant archaeological evidence, today's historians continue to form increasingly meaningful theories on just how closely the Mayans followed the guidance of the stars.
**B.** It was the Mayans' commitment to the natural world that made them stand out.
**C.** However, this is all just speculation, and we may never really know what life was like for the Mayans.
**D.** The Mayans were a very impactful civilization, and this is just one example of how.
**E.** There can be no doubt that further research must be conducted as to why this is the case.

**25.** Which of the following would make the most logical title for the passage?

**A.** "Famous Mayan Astronomers"
**B.** "Astronomy in the Ancient World"
**C.** "Mayan Art"
**D.** "A History of the Maya"
**E.** "Astronomy in Ancient Mayan Culture"

**26.** conduct *v.* **1. a:** To direct or take part in the operation or management of **b:** To direct a performance of, i.e. *conduct* an orchestra. **c:** To lead from a position of command. **2.** To cause (oneself) to act or behave in a particular and especially in a controlled manner. **3.** To bring by or as if by leading, i.e. *conduct* tourists through a museum. **4. a:** To convey in a channel. **b.** To act as a medium for conveying or transmitting, i.e. electricity is *conducted* through metal. (Middle English: from Old French, from Latin *conduct*— "brought together," from the verb *conducere*)*

* Merriam-Webster's Collegiate Dictionary. 11th ed. Springfield, MA: Merriam-Webster, 2003. Continually updated at https://www.merriam-webster.com/.

*Which of the following statements is NOT supported by the definition above?*

**A.** The word *conduct* can be used in a scientific context.
**B.** *Conducere* is one of the Latin roots of the word *conduct*.
**C.** One of the uses of *conduct* has a negative connotation.
**D.** Multiple uses of the word *conduct* are related to leadership.
**E.** The word *conduct* can be used in an artistic context.

**27.** Smith, Jennifer L. "Exploring the Dynamics of Urban Wildlife Interactions." *Journal of Environmental Sociology* 17, no. 3 (2019): 45–62.

In the citation shown, "no. 3" indicates that

**A.** this article appears in the third issue of volume 17 of the *Journal of Environmental Sociology*
**B.** this article is the third part of a multipart series published in this journal
**C.** during the peer review process, three experts reviewed this article
**D.** "Exploring the Dynamics of Urban Wildlife Interactions" has three different authors
**E.** "Exploring the Dynamics of Urban Wildlife Interactions" appears in the third volume of the *Journal of Environmental Sociology*

**28.** Nguyen, M. T. (2023). Understanding cultural hybridity: Navigating identity in a globalized world. In Rajinder Kaur (Ed.), *Global encounters: Exploring cultural interactions* (pp. 87–104). Social Scholars Press.

This citation indicates that

**A.** "Understanding cultural hybridity: Navigating identity in a globalized world" appears in a book edited by Rajinder Kaur
**B.** *Global encounters: Exploring cultural interactions* was written by M. T. Nguyen
**C.** "Understanding cultural hybridity: Navigating identity in a globalized world" is the title of a book with at least 104 pages
**D.** "Understanding cultural hybridity: Navigating identity in a globalized world" has multiple authors
**E.** Social Scholars Press is an online-only publisher

**29.** A student writing a research paper plans to use the following quotation found on pages 88–89 of her textbook.

"Carbon capture could be a useful tool in the future as humanity looks for ways to combat climate change. In this process, $CO_2$ is isolated from other gasses either during the industrial processes that create greenhouse gasses or within the atmosphere after the gasses have been dispersed. Once captured, the $CO_2$ is compressed into liquid form and transported to facilities, where it can be safely and permanently stored underground."

Anderson, Aisha N. "Innovative Approaches to Carbon Capture: Advances in Technology and Implementation." *Journal of Environmental Engineering* 35, no. 2 (2023): 78–94.

Which of the following statements represents the most accurate paraphrase of the quotation?

**A.** According to Anderson, carbon capture technology provides a safe way for humanity to reverse the effects of climate change without any negative repercussions.
**B.** Little is known about carbon capture, says Anderson, meaning that it could be a useful tool as humanity fights climate change, or it could be another false hope for the climate crisis.
**C.** Anderson explains that carbon capture uses a process through which $CO_2$ is isolated, converted to a liquid, and then safely stored underground, making it a promising tool for addressing climate change.
**D.** Pages 78–94 in "Innovative Approaches to Carbon Capture: Advances in Technology and Implementation" describe the process of carbon capture.
**E.** The *Journal of Environmental Engineering* is leading the fight against climate change by publishing articles explaining processes through which humanity can reverse the deleterious impacts of greenhouse gasses.

**Questions 30–33 refer to the following passage.**

(1) In the 21st century, it may seem as if nearly everyone has access to high-speed internet. (2) However, the reality is that many students struggle to access the internet consistently. (3) With more and more school assignments requiring the internet, that lack of access drastically impacts the educational outcomes of many students (Garcia 32). (4) To truly tackle educational inequality, it is important to consider internet access and tech literacy.

(5) One way to tackle this problem is providing mobile hotspots for students. (6) These small devices allow students to access the internet specifically for academic needs. (7) They are also portable, meaning that students can take their hotspot with them wherever they choose to study. (8) During the COVID-19 pandemic, many of these devices were provided to students free of charge, either through grant programs or through donations from internet service providers (Johnson 137). (9) With the proper funding and incentives, these sorts of programs could easily be extended into the future, as the need for consistent internet access is still essential for many students who struggle to complete assignments online.

(10) Funding is very often a problem for education, as resources are often limited for public schools. (11) However, as the pandemic illustrated, sometimes the private sector can provide solutions to problems that would be difficult for schools to solve on their own. (12) The stratification of education, as expressed by differences between students' internet access, is one such problem that presents an opportunity for private and public organizations to work together in order to create better outcomes for students and, by extension, for society.

Works Cited

Garcia, Maria. "Access to High-Speed Internet: A Necessity for Educational Equity." *Tech Times*, 10 June 2023, pp. 31–33.

Johnson, Michael S. *The Digital Divide: Bridging Technology Gaps in Education*. Boston, Tech Publishers, 2022.

**30.** Which of the following is cited in sentence 8?

**A.** A newspaper
**B.** A public speech
**C.** A film documentary
**D.** A magazine
**E.** A book

**31.** The author of the passage quotes Johnson in sentence 8 most likely in order to

**A.** point out that a lack of internet access can negatively affect students
**B.** emphasize the importance of internet access during the COVID-19 pandemic
**C.** provide an example of the private sector helping public schools to improve student access to the internet
**D.** argue that public schools need to find the funding to solve this problem without relying on grants or internet service providers
**E.** illustrate the problems with the education system, independent of consistent internet access for students

**32.** Which is the best to do with sentence 3 (reproduced below)?

*With more and more school assignments requiring the internet, that lack of access drastically impacts the educational outcomes of many students (Garcia 32).*

**A.** Leave it as it is.
**B.** Quote specific examples of educational outcomes rather than paraphrasing.
**C.** Remove the parenthetical citation at the end of the sentence.
**D.** Add information in parentheses explaining Garcia's credentials.
**E.** Add the year of publication to the parenthetical citation.

**33.** In the works cited section, "10 June 2023" indicates which of the following?

**A.** The article was published on June 10, 2023.
**B.** The author of this text accessed the article on June 10, 2023.
**C.** The article was published online on June 10, 2023.
**D.** The *Tech Times* was founded on June 10, 2023.
**E.** This article appeared online after it was published in print.

**Questions 34–37 refer to the following passage.**

(1) With the spread of the internet, celebrity culture has found fertile ground from which to grow. (2) Social media sites provide a staggering opportunity for exposure, with some influencers gaining tens of millions of followers. (3) In this way, internet celebrities can market themselves as a brand, with their lives providing content for their fans to consume.

(4) Sociologist T. S. Freeman describes these changes, saying that "this setup provides many different avenues for profit." (5) He adds that some social media sites reward creators for the impressions they generate, with more views, comments, and subscriptions leading to increased revenue for content creators. (6) Other creators partner with various brands, relying on their good will with their audience to translate to sales and further ad revenue (Freeman, 2023, p. 49). (7) This has become even more profitable as product reviews, "unboxings," and "get ready with me" videos all provide opportunities for creators to integrate their content with product advertisements without their audience realizing that they are being targeted.

(8) Celebrity culture may have begun with the publicity of the wealthy, but it has evolved into its own ecosystem of fame, engagement, and profit. (9) It is difficult to predict what other changes might arise out of the spread of the internet, but all indicators imply that the continued spread of influencers and internet celebrities will continue to shape society for many years to come.

References
Freeman, T. S. (2023). The evolution of celebrity culture: Impact on society and identity. *Journal of Popular Culture Studies*, *7*(1), 17–28.

**34.** In the references section, "17–28" indicates which of the following?

**A.** The volume of *Journal of Pop Culture Studies* in which the article appears contains 17 articles.
**B.** The article cited appears in the 17th issue of the 28th volume of *Journal of Pop Culture Studies*.
**C.** The article was published between the 17th and 28th of July in 2023.
**D.** The cited article appears on pages 17–28 of this issue of *Journal of Pop Culture Studies*.
**E.** The article is 17 pages long.

**35.** What kind of information should the author include to clarify the ideas in sentence 7?

**A.** Statistics showing how many brands advertise online
**B.** A study showing the connection between print media and consumerism
**C.** An explanation of the different types of videos mentioned in the previous sentence
**D.** A list of the most successful channels on popular websites
**E.** A quote from a developer at a social media company

**36.** Which is best to do with sentence 3 (reproduced below)?

*Sociologist T. S. Freeman describes these changes, saying that "this setup provides many different avenues for profit."*

**A.** Delete it from the passage.
**B.** Remove the quotation marks.
**C.** Include examples of specific avenues for profit.
**D.** Indicate the source of the material in quotation marks with a citation.
**E.** Provide more information about T. S. Freeman's qualifications.

**37.** The author of the passage quotes Freeman in sentence 4 most likely in order to

**A.** emphasize the claim in the first paragraph using quotations from an expert
**B.** challenge the findings of a questionable study
**C.** illustrate how celebrity culture functioned prior to the internet
**D.** provide more information about "get ready with me" videos
**E.** address how misinformation is spread online

**Questions 38–42 refer to the following passage.**

(1) Picture this: You're a young, established revolutionary poet in the Soviet Union during Stalin's reign, living through a period that will later be called the "Great Terror" or "Great Purge" by historians. (2) During this period, anyone who speaks out against Stalin or the atrocities they've witnessed is rounded up and sent to harsh labor camps in Siberia called *gulags*. (3) As a poet, you know the importance of words for preserving history, but it's too dangerous to write your ideas down—someone might find them and report you, which would essentially be a death sentence. (4) What would you do?

(5) This is the exact dilemma Anna Akhmatova found herself in during the Great Purge between 1936 and 1938 when as many as 750,000 people were executed and another million were interred in gulags by Stalin's Soviet government. (6) Akhmatova knew she was being closely watched by secret police because she was a known political agitator, her own husband had been framed and killed, and her son had been arrested and tortured at various points. (7) All eyes were on her, so even a single scrap of paper containing a single critical line would have been enough for Akhmatova to end up facing execution.

(8) So, what did Akhmatova do to make sure she and her poetry survived this period? (9) She never kept a single written word. (10) Akhmatova would create lines of poetry on paper, memorize them, then burn the scraps of paper. (11) She regularly recited the parts she already knew by heart so she could keep building on the poem over time. (12) Akhmatova titled the poem *Requiem*, and it became one of the only surviving pieces of Russian literature written about Stalin's Great Purge while it was occurring.

(13) To safeguard the poem, Akhmatova wasn't actually the only person who memorized *Requiem*. (14) She wanted to be sure that it wouldn't be lost if she was indeed killed, so Akhmatova gathered some of her closest friends and had them memorize the poem as well. (15) After Stalin's death, *Requiem* became one of the first examples of what's called *samizdat*, meaning self-published works. (16) Works of samizdat literature like *Requiem* were published and distributed by dissidents in secret—in this way, Akhmatova was eventually able to make her perspective on what really happened during the Great Purge widely known.

**38.** Which of the following best describes the first paragraph?

**A.** It uses narration and rhetorical questions to help the reader understand the setting.
**B.** It introduces a series of historical facts to provide context for the bigger picture.
**C.** It poses a rhetorical question and then offers several potential answers.
**D.** It introduces a historical figure and provides pertinent biographical information.
**E.** It critiques a common assumption the reader might have made.

**39.** The author employs which of the following strategies in this passage?

**A.** Personal anecdotes are included to help the author develop a connection between them and the subject of the passage.
**B.** An extended comparison is made to tie the historical period being discussed to the present.
**C.** Descriptive details are included to illustrate the beauty of the writing described in the passage.
**D.** Narrative perspective is used to develop the empathy of the reader when considering the subject of the passage.
**E.** Authority figures are cited to bolster the author's claims and give more background about a historical figure.

**40.** In context, sentence 10 serves to

**A.** emphasize the injustices of Stalin's regime
**B.** illustrate the lengths to which Akhmatova went to preserve her work without being caught
**C.** clarify a disagreement previously discussed in sentence 7
**D.** explain how important Akhmatova's work was to Russian readers after her death
**E.** indicate Akhmatova's writing process

**41.** In context, the phrase "knew by heart" (sentence 11) refers to lines of poetry

**A.** yet to be written
**B.** yet to be memorized
**C.** which Akhmatova had not yet conceived
**D.** which Akhmatova had already memorized
**E.** which Akhmatova never wrote down

**42.** Which of the following best describes sentence 12?

**A.** It explains the importance of *Requiem* to Russian literary history.
**B.** It enumerates how *Requiem* critiques Stalin's actions.
**C.** It praises Akhmatova for her efforts in preserving a piece of history.
**D.** It critiques Akhmatova for undertaking such a dangerous mission.
**E.** It highlights why Akhmatova needed to write *Requiem* in secret.

**Questions 43–46 refer to the following passage.**

(1) Despite being very similar celestial objects, scientists have long pondered why Neptune and Uranus appear to be different colors. (2) The planets are similar sizes, composed of similar atmospheric gasses, and have similar masses. (3) If given this information, a scientist would hypothesize that the two planets should look alike. (4) However, Uranus has always appeared to be a much lighter shade of blue than Neptune. (5) So, why the difference?

(6) In 2022, scientists finally landed on a working theory that could explain the color difference. (7) Namely, observations taken from three different telescopes (Gemini North, the Hubble Space Telescope, and the NASA Infrared Telescope Facility) allowed scientists to create models of the two planets' atmospheres. (8) What scientists found is that Uranus has a much thicker version of a particular type of atmospheric haze that is found on both planets. (9) Because this haze is so dense on Uranus, it tends to make the planet's color appear blanched, such that it reads more as a deep cyan or turquoise than a true blue, like Neptune. (10) Researchers suspect that were it not for this whitening haze, both planets would indeed be dressed in the same shade of blue. (11) Scientists are excited about this finding because it shows how the atmospheric models that they created from telescope observations can help address questions they have but cannot otherwise answer given our distance from the galaxy's most far-flung gas giants. (12) They are hopeful that continued observation will yield even further insights about Uranus, Neptune, and the far edges of the Milky Way.

**43.** Which of the following best describes the organization of the passage as a whole?

**A.** A question is presented and then the process of its solution is explained.
**B.** A scientific approach is introduced but found to be unreliable.
**C.** A phenomenon is described along with two real-world examples.
**D.** A theory is proposed and then challenged by new evidence.
**E.** Two opposing viewpoints are compared with consideration to their strengths and shortcomings.

**44.** The discussion of telescope observations in sentences 11 and 12 serves to

**A.** detail the origins of an exciting discovery
**B.** return to vivid descriptions of color from earlier in the passage
**C.** extend a previous comparison between two planets
**D.** refute previously held ideas about Neptune and Uranus
**E.** highlight the larger significance of this discovery

**45.** Which of the following transition words or phrases, if inserted at the beginning of sentence 11 (reproduced below), would be most logical in the context of the passage?

*Scientists are excited about this finding because it shows how the atmospheric models that they created from telescope observations can help address questions they have but cannot otherwise answer given our distance from the galaxy's most far-flung gas giants.*

**A.** In contrast,
**B.** Similarly,
**C.** Consequently,
**D.** Likewise,
**E.** Nevertheless,

**46.** The discussion of atmospheric conditions in sentence 8 primarily serves to

**A.** tie the model's findings to the previously described question
**B.** present examples of planets with different atmospheric conditions
**C.** pose a new question based on new information
**D.** refute a perspective presented earlier in the passage
**E.** introduce a new topic that will be discussed in the remaining sentences

**Questions 47–50 refer to the following passage.**

(1) Teenagers today are not receiving adequate education in financial literacy, and it is having an undue impact on their adult lives. (2) Common advice given to teenagers encourages them to embark on risky financial endeavors that they are too young to fully understand. (3) An 18-year-old is not even considered responsible enough to purchase alcohol, yet our culture believes they have the wherewithal to make a sound and informed decision concerning five-figure loans. (4) If the culture isn't going to change to be less financially predatory toward young people, then school curricula must change to incorporate more financial literacy training before students graduate high school.

(5) Besides it simply being the ethical thing to do in today's world, there are numerous benefits for young people who learn financial literacy starting in high school or earlier. (6) Knowing how to make money, save money, and make wise financial decisions is empowering for teens, allowing them to feel like they're in control of their financial futures. (7) Furthermore, not providing this type of education leaves young people anxious and ill-equipped. (8) As economist Geoffrey Bellamy notes, when young people don't receive financial literacy education, "they struggle to maintain good credit scores, are unable to save enough money to buy a home or prepare for retirement and have no idea how to invest" (2020). (9) Equipping teens with financial literacy ensures they enter the world with more confidence and avoid falling into bad habits that will be harder to break when they're in a financial hole later. (10) This can protect them, too, such as by making it easier for them to keep a savings fund for emergencies and making them aware of common financial pitfalls, such as gambling and pyramid schemes. (11) The time is now, and we must act soon before yet another generation of young people heads down a risky path.

Bellamy, G. (2020). Preparing the next generation for financial success. *Journal of Popular Economics*, *4*(3), 121–126.

**47.** The tone of the passage can best be described as

**A.** contemptuous
**B.** cynical
**C.** flippant
**D.** assertive
**E.** resigned

**48.** The author employs which of the following strategies in this passage?

**A.** Rhetorical questions are used to make the reader feel responsible for making a change.
**B.** An extended metaphor is used to emphasize the negative impacts of financial illiteracy.
**C.** Specific anecdotes of students who struggled because of their lack of financial education are included for relevance.
**D.** Expert testimony is shared to present different potential solutions.
**E.** Kairos is used to highlight the importance of acting before negative consequences get out of control.

**49.** Which of the following best describes the organization of the passage as a whole?

**A.** A historical outline of the events that shaped contemporary financial education is presented in chronological order.
**B.** The reasoning for reforming financial education is presented with input from experts and a clear call to action for the audience.
**C.** The author presents an experience from their past to contextualize their current position on reforming financial educational practices.
**D.** Multiple perspectives are presented about financial education in order to inform the reader about the state of the discourse on the issue.
**E.** An important event in financial literacy is described, followed by a flashback explaining the work that led to that event.

**50.** In context, the phrase "financially predatory" (sentence 4) serves to

**A.** communicate that our current system of financial education is designed to intentionally harm the financial futures of students
**B.** suggest that it is important to separate logical decisions, like finances, from emotions to be successful in life after school
**C.** emphasize the ethical problems of a financial system where students who are often seen as too young to make major life decisions are presented with extremely impactful financial choices
**D.** argue that seeing the world in a more aggressive way is helpful for students looking to achieve financial success
**E.** imply that the reader is benefiting financially from the current system, which takes advantage of students

# ESSAY QUESTIONS

**2 Essays—70 minutes**

Use a word processor (ideally without spelling or grammar checking) to write each essay.

## First Essay

**30 minutes**

**Directions:** Consider the following topic statement and write an essay in which you agree or disagree with it. Use specific reasons, examples, and experiences to support your argument.

### *Topic*

Becoming talented at a skill does not matter as much as the effort you put into learning it.

## Second Essay

**40 minutes**

**Directions:** Write an essay in which you use **both** provided sources to support your argument. Properly cite the sources when you refer to them.

### *Introduction*

For many years, psychedelic substances like psilocybin were dismissed as party drugs and not considered relevant to medical research. Recently, however, scientists have begun to investigate the potential for psilocybin, ketamine, and other psychedelics as clinical interventions in a variety of mental health concerns, including depression and PTSD. Some applaud this sea change while others contend that it could cause more harm than good.

### *Assignment*

Read the following sources carefully. Then write an essay in which you develop a position on whether it is a good or bad idea to allow researchers more access to psychedelics for clinical research purposes. Be sure to incorporate and cite both sources as you develop your position.

Source 1:

Bianchi, L. (2019). *New medicine: Shifting paradigms in clinical research.* Zoetrope Press, 112.

**The following passage is excerpted from a book.**

Ever since the federal government classified psychedelic drugs as Schedule I substances in 1973, making it illegal to possess them, the scientific community has faced significant obstacles in conducting meaningful clinical research on the potential efficacy of these substances in treating a wide range of physical and psychological conditions. This policy is widely regarded as the primary reason scientists do not yet have a more complete understanding of the therapeutic benefits of psychedelics, which are increasingly proving to be substantial.

Fortunately, sentiments are shifting toward valuing scientific inquiry over outdated notions about what is suitable for therapeutic use. Notably, Oregon now allows researchers the freedom to investigate the clinical application of psilocybin, despite its classification as a Schedule I psychedelic. Researchers championing this application emphasize that psychedelic therapy is less invasive than many other treatments and produces fewer adverse side effects, making it a promising alternative.

Advocates are hopeful that further research will underscore the potential benefits of psilocybin for treating suicidality, post-traumatic stress disorder, addiction, and depression, among others. As support for psychedelic therapy grows among medical researchers, so too will the potential for discovering a wide range of therapeutic treatments that have been previously unexplored. As the benefits of such therapies become clearer and the demand for psychedelic therapy increases, we can expect the pace of clinical psychedelic research to accelerate, allowing these promising treatments to be more widely available. As such, it is imperative that we remove some of the many obstacles once put in place to keep clinical researchers from examining interventions like these.

Source 2:

Pereira, N. (2017). Psilocybin, psychedelics, and the need for rigor. *Issues in Contemporary Western Medicine, 34*(1), 181–182.

**The following excerpt was taken from an article in a medical journal.**

There can be no doubt that further research needs to be done regarding the potential therapeutic benefits of psilocybin. Considering the promising results researchers have already had with issues such as post-traumatic stress disorder, complex childhood trauma, and suicidal ideations, any headway in alleviating these issues is a net positive. Yet there is undeniably a tradeoff when considering Schedule I psychedelics as therapeutic interventions, especially for patients with existing psychological issues or a propensity toward addiction.

Despite criticisms that governmental interventions have historically prevented the depth and rigor of necessary research, it remains true that researchers are largely in uncharted territory regarding the therapeutic applications of psychedelics, specifically psilocybin. Any further research must therefore be conducted in highly controlled environments and tested extensively before being used in human trials. While early studies have shown positive results, they are not yet extensive enough to guarantee these therapies are safe or ethically sound.

Moreover, any drug, no matter how beneficial, carries the potential for addictive behavior. Schedule II drugs like dextroamphetamine (Adderall) are widely available and have been linked to habit-forming behavior in patients who take them legally and addictive behavior in those without prescriptions. The takeaway is that even proper therapeutic applications of scheduled substances pose dangers of abuse by patients and non-patients alike. Should psilocybin become more available, there is a strong likelihood of addiction and increased recreational abuse.

This is not to say that the potential benefits of clinical interventions using these drugs should be dismissed. However, those who enthusiastically endorse more widespread research access may unintentionally gloss over these dangers in their quest for scientific innovation. Any approach to research on psilocybin and other psychedelics for medicinal purposes must prioritize highly restricted and regulated environments. Protocols for controlling access and rigorous testing to account for side effects must be paramount in the process.

## ANSWER KEY AND EXPLANATIONS

| | | | | |
|---|---|---|---|---|
| **1.** B | **11.** C | **21.** C | **31.** C | **41.** D |
| **2.** C | **12.** D | **22.** A | **32.** B | **42.** A |
| **3.** B | **13.** E | **23.** B | **33.** A | **43.** A |
| **4.** B | **14.** B | **24.** A | **34.** D | **44.** E |
| **5.** A | **15.** A | **25.** E | **35.** C | **45.** C |
| **6.** D | **16.** C | **26.** C | **36.** D | **46.** A |
| **7.** C | **17.** D | **27.** A | **37.** A | **47.** D |
| **8.** A | **18.** C | **28.** A | **38.** A | **48.** E |
| **9.** E | **19.** E | **29.** C | **39.** D | **49.** B |
| **10.** D | **20.** D | **30.** E | **40.** B | **50.** C |

1. **The correct answer B.** The verb *found*, indicated by choice B, is in the incorrect tense compared to the rest of the sentence. Since the dependent clause that begins the sentence is in the present tense, as is the final part of the sentence, the past tense *found* cannot fit within the sentence. In this case, the present perfect verb phrase *has found* would fit best within the context of the sentence.

2. **The correct answer is C.** The coordinating conjunction *so* serves to illustrate a cause-and-effect relationship between two clauses. Since this sentence describes a contradiction between the historical perception of Napoleon's stature and the reality, that his height was above average compared to other people of his time, *so* would not be an appropriate joining word. *But* or *although* would be more effective choices for this sentence.

3. **The correct answer is B.** The phrase "After completing the marathon" lacks a clear subject, creating a dangling modifier. However, to fix the dangling modifier, you would need to alter the phrase that comes after it. As written, "the cheering crowd" seems to imply that the cheering crowd completed the marathon, which is incorrect. To fix this, the entire sentence should be revised to clarify that it was the runners who completed the marathon, such as: "After completing the marathon, the runners were congratulated by the cheering crowd as they crossed the finish line."

4. **The correct answer is B.** Idiomatically, the preposition that pairs with *indifferent* is *to* rather than *about*. The sentence should indicate that Marcus is indifferent to the game's outcome.

5. **The correct answer is A.** The modifier *nearly* is incorrectly placed and, as written, implies that Lucia nearly picked up her kids rather than doing so. Instead, the modifier should be moved before the phrase "every day last year" to convey that despite the long commute, Lucia managed to complete this task nearly every day.

6. **The correct answer is D.** While the sentence as written is correctly in present tense, it is not a form that makes contextual sense for the sentence. Start by eliminating any answers that are not in present tense (choices A and B). Next, determine whether *through* or *along* better fits the sentence's construction and context. Since idiomatic prepositional use indicates that a river typically rushes along a border rather than through it, choice C can be eliminated. Both remaining options correctly use *along*, but choice E introduces grammatical errors, making choice D the best option.

7. **The correct answer is C.** While *inhabited* can have meanings that imply a more active adoption of a place as one's home, such as *discovering* (choice A), *invading* (choice B), *developing* (choice D), or *settling* (choice E), the context of this passage does not provide evidence to support these meanings since it is merely providing a historical fact that the Kololo tribe lived close enough to these falls to have a unique name for them. With that in mind, choice C is the best option, as it simply explains the tribe's proximity to the falls, rather than implying how they came to live there.

8. **The correct answer is A.** Start by eliminating choice D since it makes no contextual sense. All remaining choices have the rhetorical function of emphasizing what was stated before the em dash. However, only choice A matches the tone and voice of the essay while also adding additional information that contextually links the claim made (that the falls are considered a wonder) to what comes after (evidence of what gives them that reputation).

9. **The correct answer is E.** This sentence neither ventures a claim nor adds evidence to support one. It also does not add anything to the author's analysis and makes little sense beyond recalling an unrelated idiomatic expression that shares terms with a detail in the essay. All the other sentences serve a specific purpose within the paragraph.

10. **The correct answer is D.** This modification is the most straightforward and does the best job of setting up the relationship between the waterfall and the national park without emphasizing the beauty of one over the other or setting up an unnecessary contrast between the two. Choices B and C are grammatically correct sentences, but since they add emphasis or contrast that doesn't exist in the original set of sentences, neither works as well as choice D. Always choose the best answer when more than one choice seems correct.

11. **The correct answer is C.** The phrase "as seen from the air" is redundant since the author has already stated that tourists using these services "view the sights from above." Choice C correctly removes this redundancy without introducing other grammatical issues, such as wordiness (choices A and B) or issues with pronoun-antecedent agreement (choices D and E).

12. **The correct answer is D.** The correct answer needs to match the second paragraph in both tone and purpose. Start by eliminating any answers that do not match the informative, academic tone of the essay (choices A and B). Then, choose the answer that best fits the purpose. Choice C would be better suited to a paragraph that specifically talked about tourism at the park. Choice E would be better suited to an essay about different attractions in Africa and is too off topic for an essay on Mosi-oa-Tunya specifically. By contrast, choice D elegantly summarizes the main idea of the paragraph.

13. **The correct answer is E.** Sentence 16 mentions the variety of wildlife that live in Mosi-oa-Tunya National Park, so it would be most logical to place a sentence enumerating the types of wildlife found at the park after this sentence.

14. **The correct answer is B.** *Notwithstanding* is an inappropriate transition word for the sentence; it should be replaced with something that sets up a relationship between the other attractions a tourist might see and the likelihood that the falls will be what they remember most. If you looked at the sentence before seeing your answer options, you might think to replace it with something like *but* or "regardless of," and *yet* suits this purpose well. The other options are not appropriate for the kind of relationship you need to set up between elements of the sentence.

15. **The correct answer is A.** Choice A is too vague for this passage since it references multiple geological wonders in Africa instead of focusing on Mosi-oa-Tunya specifically. Choices B, C, and D are all appropriate references to the main idea. Choice E may seem less apt since it does not use the local name for the attraction; however, the passage does mention that Victoria Falls is a name by which Mosi-oa-Tunya is known, so it is still a better title than choice A.

16. **The correct answer is C.** *Among* is the correct choice because it indicates that the Mayan understanding of astronomy was one of many notable achievements. *As well* (choice A) doesn't make sense not only because it doesn't fit the syntax but also because it means "in addition to," implying that astronomy is not one of these notable achievements. *Besides* (choice E) does not work for similar reasons, as it separates astronomy from the notable achievements of the Mayans. *Despite* (choice B) means "in spite of," which would contradict the meaning of the sentence. *Between* (choice D) works only when there are exactly two achievements, not many.

17. **The correct answer is D.** *Found* (or *find*) and *into* as a combination of words does not work in Standard Written English. Since the indicated sentence maintains *into*, identify the answer that pairs *found* with an object, and "found its way" provides this pairing.

18. **The correct answer is C.** A semicolon connects two related clauses that could stand on their own as sentences. A colon, on the other hand, indicates that the author is about to make a list without a subject. Since *were* is the verb in the second part of the sentence, a semicolon is a better choice, despite the list that appears at the beginning of the clause. All your other options either omit punctuation (choice D) or misuse it (choices A, B, and E).

19. **The correct answer is E.** Since this is an informative, academic piece of writing, start by eliminating any choices that do not match this tone (choice A). Any choices that do not suit the purpose of the paragraph can also be eliminated: choice C focuses on geological facts related to Mayan art and choice D talks about maize, so neither is on topic. Of the two choices that remain, only choice E is related to the topic of the second paragraph, so it is the best option. Note that while both choices B and E successfully cite reputable sources related to the topic of the essay, it is the relevance and placement of the evidence that makes choice E the correct answer.

**20. The correct answer is D.** As written, the essay is lacking information that connects sentence 12 with sentence 13. Sentence 12 mentions that humans were expected to help the gods, and sentence 13 notes that "it was considered an honor to die for this cause." Adding the indicated sentence after sentence 12 would help link the two ideas together.

**21. The correct answer is C.** In addition to being vague and doing little to lend credibility to the author's claims since the scholars in question are not named, sentence 16 is fully unrelated to the main idea of the essay. As written, it is also arguably an opinion statement rather than a factual observation and would therefore break with the tone and purpose of the essay as well.

**22. The correct answer is A.** This sentence requires a transition word or phrase that means something like "to sum up," and "in short" serves this purpose well. "At the end of the day" (choice B) can be used to summarize but is neither contextually appropriate nor tonally appropriate for this sentence. "As a result" (choice C) and *consequently* (choice D) both work better for cause-and-effect relationships, whereas "that being said" (choice E) usually sets up a contrast.

**23. The correct answer is B.** A nuance is a subtlety, distinction, or fine detail, so if something is nuanced, then it has a lot of complexity and detail. *Complex* is the best option for capturing this meaning. If you are unfamiliar with the definition of *nuance*, you could also use the context clues, which favorably describe the Mayan culture and the many facets by which it can be understood when coupled with *rich*. Choices A, C, and D cannot be reasonably inferred based on that context, and choice E is based on a misunderstanding of how *rich* is used in the sentence, leaving choice B as the only viable answer.

**24. The correct answer is A.** Choice A clearly summarizes the main idea and provides reasoning that supports much of the evidence presented in the essay. Choices B, C, and E are all examples of a common issue among student-generated concluding sentences: all are far too vague. Choice C both contradicts the evidence presented in the essay and veers off topic.

25. **The correct answer is E.** A title should summarize the main idea of an essay, and only choice E successfully offers a specific summary of this essay's topic. Not only are the other options too vague, but they also indicate different main ideas than that of the essay in question.

26. **The correct answer is C.** There are no definitions of *conduct* that have a negative connotation. In fact, many of the meanings talk about one's presentation of oneself to maintain respect. Choices A and E are confirmed by definitions 1b and 4b, respectively. Choice B is consistent with the bracketed linguistic history, listed at the end of the definition. Choice D is confirmed since definitions 1, 2, and 3 all include leadership as a related concept within the definition.

27. **The correct answer is A.** This citation is written in Chicago style, which cites both the volume number and issue number for journal articles. In this case, "17" represents the volume number and "no. 3" represents the issue number.

28. **The correct answer is A.** This APA-style citation is for an essay published within a larger work, such as an anthology. The "(Ed.)" within the citation indicates the editor of that anthology; in this case, the editor's name is Rajinder Kaur. M. T. Nguyen is listed as the only author of the essay "Understanding cultural hybridity: Navigating identity in a globalized world," which appears in the longer collection, so choices B and D are incorrect. Choice C is incorrect because it mixes up the title of the essay and the title of the larger collection. Choice E is not supported by the information in the citation.

29. **The correct answer is C.** The purpose of this section of the text seems to be identifying carbon capture as a potential tool in fighting climate change, followed by a brief explanation of the process so that the reader understands the term. Choice C best captures this information while shortening it to be more digestible for the reader. The other choices either attribute an incorrect purpose or main idea to the passage or include information that is irrelevant to the reader.

**30. The correct answer is E.** This citation is in MLA format, which stipulates that the title of books be placed in italics following the name of the author. If you weren't familiar with MLA format, you could also eliminate the other choices using the information in the citation. The lack of page numbers, or the name of a newspaper or magazine, indicates that choices A and D are incorrect. Choices B and C can be eliminated since a publisher is named in the citation, and speeches and films typically do not have publishers.

**31. The correct answer is C.** Sentence 8 cites the response to the COVID-19 pandemic, which allowed many students to access their classes online using mobile hotspots provided by grants or internet service providers, as one way that this problem could be solved creatively by partnering private entities with public schools. Choice A is covered in this text, but in a different section. Choices B, D, and E are not consistent with the arguments made in the text, so they can be eliminated.

**32. The correct answer is B.** This sentence paraphrases Garcia by citing the "[drastic] impacts" a lack of internet access can have on students. In this case, specific examples or statistics would be helpful for the reader, rather than paraphrasing Garcia's claim. Choices C and E are incorrect because they do not fit the MLA format utilized by the text. Choice D could be helpful but is not necessary and could be integrated in a variety of more effective ways other than a parenthetical aside.

**33. The correct answer is A.** In MLA format, articles, like the one cited here, are included with the date of publication in the works cited section. While it is sometimes appropriate to indicate when a source was accessed, it is not necessary in the case of print publication, ruling out choice B. Choice C can be ruled out since this is a print source and no URL is included to indicate publication online. Choices D and E are not typically included in citations, and thus are incorrect.

**34. The correct answer is D.** This citation is given in APA format, and this section of an APA citation represents the page range of the cited article. That means that the article appears on pages 17–28 of the issue of the cited journal, in this case the first issue of the 7th volume of *Journal of Pop Culture Studies*.

35. **The correct answer is C.** Sentence 7 discusses how different types of videos online lend themselves well to covert advertising, allowing the creators to profit from their celebrity influencer status. In this case, it might be helpful for the author to include explanations or examples of these videos for readers who are unfamiliar with content on social media sites. Choices A, D, and E are related to the topic, but not specific to sentence 7, and choice B can be eliminated because it references print media, which the article does not discuss.

36. **The correct answer is D.** While choices A, C, and E are potential stylistic considerations for the author to make, they are not essential changes. Choice B is incorrect because the quotation marks indicate a selection of text that is quoted from another source. With that in mind, choice D is correct because, in APA format, a citation should always follow a bit of quoted text. You may have noted that the author introduces the quoted author prior to inserting the quote, but a citation is still necessary.

37. **The correct answer is A.** In this case, the author shares a quote that reinforces the claim presented in the previous paragraph. The author introduces the quote saying that Freeman "describes these changes," which indicates that the Freeman quote is intended to emphasize a previously stated point—that the internet has created a shift in celebrity culture.

38. **The correct answer is A.** This question asks about the rhetorical effect of the first paragraph. The opening phrase, "picture this," along with descriptions and a rhetorical question, puts the reader in the shoes of the historical figure being described, helping them to understand the setting and context of the passage. Choices B, D, and E are not consistent with the information in the paragraph, and choice C misrepresents the purpose of the rhetorical question.

39. **The correct answer is D.** The author strives to use narrative perspective and rhetorical questions to rhetorically place the reader in the same headspace as the subject of the passage. This is intended to make the reader empathize with the subject, as described in choice D. None of the other choices contain both a device used by the author and an intended rhetorical effect that is clear through their writing, so each can be eliminated as potential answer choices.

**40. The correct answer is B.** Choices A and D are discussed in the passage, but are not accurate assessments of the purpose of sentence 10 specifically. Choice C is not consistent with the content of the passage. Choice E is literally accurate but misses the larger significance of Akhmatova memorizing her poetry before burning the paper on which she wrote it. Choice B is the best answer because it acknowledges the significance of this act, showing that Akhmatova needed to go to extreme lengths to preserve her work because of the scrutiny she faced from a tyrannical regime.

**41. The correct answer is D.** If you did not already know that the phrase "by heart" can be applied to something someone can remember without prompting, then context clues about Akhmatova's process make it clear that the phrase refers to lines of poetry that she had already memorized well enough to have burned the scraps of paper that originally contained them.

**42. The correct answer is A.** Sentence 12 informs the reader that Akhmatova's *Requiem* remains as "one of the only surviving pieces of Russian literature written about Stalin's Great Purge while it was occurring," implying that the poem is historically significant and unique within the canon of Russian literature, consistent with choice A.

**43. The correct answer is A.** The best hint to this answer is at the end of the first paragraph, where the question, "So, why the difference?" is presented after a comparison between the colors of Neptune and Uranus. Since choice A is the only option that mentions a question, that is a strong indicator that it might be correct. The rest of the passage details the process of answering this question, confirming that choice A is correct.

**44. The correct answer is E.** The author highlights that scientists are "excited" about this discovery because it could indicate the value of telescope observations in solving existing questions humans have about the galaxy. In this way, the specific process described in this passage is tied to a larger significance of scientific discovery, indicating that this piece serves not only to describe the methods scientists used to solve a specific problem, but the potential their methods might have to aid in the solution of other existing astronomical questions.

45. **The correct answer is C.** Sentence 11 describes the larger significance of the discovery described in the passage, beyond confirming a hypothesis about the differing colors of Neptune and Uranus. Thus, the excitement that scientists feel about their ability to make novel discoveries based on telescope observation is a result of their exploration of this specific astronomical question. *Consequently,* (choice A) reflects this relationship, showing that the scientific excitement is a consequence of the discoveries described in previous sentences. The other choices imply different relationships between sentence 11 and the preceding parts of the passage that are not consistent with the information in the passage.

46. **The correct answer is A.** The passage begins with a question: Why do Neptune and Uranus appear to be different colors, despite their similar characteristics? After some discussion of methods scientists used to address this question, the passage transitions to a discussion of their findings, described in sentence 8. While choice B is not incorrect, it does not fit the context of the passage, which seeks an answer to the previously mentioned question. Choice C is incorrect because no new questions are presented through the remainder of the passage. Choices D and E are inconsistent with the information in or purpose of the passage.

47. **The correct answer is D.** While the passage is critical of the status quo of financial education, it is not negative enough to justify either a contemptuous (choice A) or cynical (choice B) tone. The passage makes it clear that the author believes this issue is important, eliminating choice C. Finally, the author suggests a change, indicating that they are not resigned to the current methods of financial education, making it clear that choice E is incorrect. This leaves choice D, *assertive*, which matches the author's frank and straightforward discussion of the shortcomings of the current system and their proposed changes to create a better system.

48. **The correct answer is E.** The author highlights, at the end of the passage, that it is important to act on this issue, since it impacts the financial futures of students currently in school. This is consistent with Kairos (choice E), which focuses on the timeliness of an argument. Choices A, B, and C are devices that are not used in this passage, so they can be eliminated. Choice D is a device that the author uses, but the purpose, to provide solutions, is not accurate, as the quotation from an expert, in this case an economist, is describing the negative outcomes that arise because of a lack of financial education.

49. **The correct answer is B.** This passage focuses on reasons that financial education should be reformed, with a quote from an economist and various logical arguments about negative outcomes informing a final call to action for the reader's support. This is consistent with answer choice B. Choices A, C, and E are incorrect because the passage progresses linearly, without any use of flashbacks or previous events to contextualize the argument. Choice D is incorrect because this persuasive piece does not address other arguments, choosing instead to present the author's perspective in an effort to persuade the reader.

50. **The correct answer is C.** In this context, "predatory" is meant to highlight that the current financial system benefits from students who lack the knowledge necessary to make responsible financial decisions. This emphasizes the point from the previous sentence, stating that students who are seen as too young to make choices like drinking alcohol are being given access to five-figure loans. Choices A and E misrepresent how the current financial system is predatory, blaming education and the reader, respectively, for the problems. Choices B and D incorrectly represent the phrase as positive, implying that a predatory mindset is necessary, which is not consistent with the point of the passage.

# SAMPLE ESSAY RESPONSES

## First Essay

### *Score 6 Sample Essay*

Becoming talented at a skill does not matter as much as the effort you put into learning it. This statement highlights a fundamental truth about becoming a master in any field. While natural talent can provide an initial advantage, it is ultimately dedication, perseverance, and hard work that determine the level of expertise a person can achieve. Effort is more important than talent because it cultivates discipline through deliberate practice, often translates with some degree of success, and helps one maintain a growth mindset.

Deliberate practice involves focused, goal-oriented practice sessions designed to improve specific aspects of performance. It's often stated that becoming proficient in any domain requires thousands of hours of dedicated practice. For example, in the realm of music, even prodigies like Mozart and Beethoven engaged in relentless practice to refine their craft. Their exceptional achievements were not merely products of innate talent but of sustained effort and a commitment to improvement. This principle applies universally, suggesting that anyone willing to invest the necessary effort can attain high levels of skill. Even if you don't become the next Mozart or Beethoven, anyone who practices hard will eventually reach some level of success.

In fact, the biographies of successful individuals often reveal that hard work, rather than inherent talent, was the key to their accomplishments. Consider the story of Michael Jordan, widely regarded as one of the greatest basketball players of all time. Jordan was cut from his high school basketball team, a setback that might have deterred a less determined individual. Instead, he used this disappointment to motivate him to practice tirelessly, ultimately transforming himself into a legendary athlete. Similarly, Thomas Edison, the prolific inventor, famously remarked that genius is "one percent inspiration and ninety-nine percent perspiration," highlighting just how key effort is for achieving success.

In addition to these examples, psychological research supports the idea that effort is more crucial than talent. Individuals with a growth mindset—who believe that abilities can be developed through hard work and dedication—are more likely to persist in the face of

challenges and achieve higher levels of success than those with a fixed mindset, who see talent as a static trait. Being dedicated to learning something new no matter how likely you are to succeed or fail helps keep that growth mindset, wherein all growth is a kind of success.

Critics might argue that natural talent provides a significant head start, but it is important to recognize that initial aptitude does not guarantee long-term success. Talent without effort can lead to complacency, whereas effort fosters continuous growth and improvement. Furthermore, effort can compensate for a lack of natural ability, allowing individuals to achieve excellence even in areas where they were not naturally gifted. Natural ability, by contrast, can never excel in the absence of effort.

While natural talent can offer an early advantage, one must conclude that it is sustained effort and dedication that truly determine how well you master a skill. Deliberate practice, the experiences of successful individuals, and the principles of a growth mindset all emphasize the superior importance of effort over talent. Therefore, regardless of one's starting point, it is a commitment to continual improvement and hard work that paves the way to excellence.

For more information on how to self-evaluate your essay or to see more examples, see the scoring guides in Chapter 3 and Chapter 9.

## Second Essay

### *Score 6 Sample Essay*

The debate surrounding the clinical research of psychedelics reflects a tension that exists between innovation and caution in medical science. On one hand, the potential therapeutic benefits of psychedelics are promising since they could revolutionize the treatment of mental health conditions such as depression and PTSD. On the other hand, the risks associated with their use, like the potential for addiction and abuse, necessitate a careful and measured approach. When looking at the perspectives of medical researchers like Bianchi and Perreira, it seems the best solution is a balanced approach that supports increased access to psychedelics for research purposes while ensuring rigorous control and oversight.

Bianchi emphasizes the significant barriers that the classification of psychedelics as Schedule I substances has historically created for scientific research. They argue that "the primary reason scientists do not

yet have a more complete understanding of the therapeutic benefits of psychedelics" boils down to "outdated notions about what is suitable for therapeutic use" (2019). They argue that there is a growing shift toward recognizing the potential of these drugs and that this shift in thinking is a long time coming. For instance, Bianchi mentions Oregon's decision to allow research into psilocybin as a key example of this change, adding that initial findings show psychedelic therapy could be a less invasive and side-effect-prone alternative to traditional treatments. This viewpoint underscores the necessity of providing researchers more freedom to explore these substances in pursuit of new, potentially life-saving therapies.

While Perreira acknowledges the promising results of early studies, they differ from Bianchi because they advocate for a highly controlled approach to psychedelic research. Pereira highlights the need for extensive testing in controlled environments to ensure safety and ethical soundness before these therapies can be considered for widespread use. They argue that "even proper therapeutic applications of scheduled substances pose dangers of abuse by patients and non-patients alike" (Perreira 2017) and that these are significant concerns that cannot be overlooked. Pereira's cautious stance suggests that although further research is indeed essential, it must be conducted with stringent protocols to mitigate risks.

Considering these stances together provides a clear path forward: increasing access to psychedelics for research purposes, but with strict and responsive regulatory frameworks in place. Allowing researchers more freedom, as Bianchi suggests, is crucial for advancing our understanding of these substances. However, this must be balanced by the rigorous controls that Pereira advocates to ensure that the research is conducted safely and ethically. For instance, clinical trials should be conducted under the supervision of trained professionals in controlled settings. Researchers should adhere to strict protocols to monitor and mitigate any adverse effects. Any studies that reveal potential negative side effects should be used to refine approaches to try and attain more favorable outcomes. This approach not only facilitates scientific progress but also ensures the safety and well-being of participants. Additionally, comprehensive education and training for researchers might help minimize the potential for misuse and enhance the reliability of the findings.

The success stories of individuals who have benefitted from psychedelic therapy, such as veterans with PTSD finding relief by

microdosing ketamine or psilocybin, highlight the potential impact of these substances. However, these stories must be weighed against the broader context of public health and safety. In combining the insights of Bianchi and Perreira, it becomes clear that members of the medical research community can advocate for a research environment that prioritizes both scientific progress and participant safety. This approach not only paves the way for innovative treatments but also ensures that such advancements are achieved responsibly and ethically.

For more information on how to self-evaluate your essay or to see more examples, see the scoring guides in Chapter 3 and Chapter 9.

| MY PRACTICE TEST SCORES BY CATEGORY | | |
|---|---|---|
| **Category** | **Question Numbers** | **Raw Score** |
| Conventions of Standard Written English | 1–5 | _____ /5 |
| Revision skills | 6–25 | _____ /20 |
| Ability to use source materials | 26–37 | _____ /12 |
| Rhetorical analysis | 38–50 | _____ /13 |
| **Total Raw Score** | | **_____ /50** |

Chapter 3

# Diagnostic Test Answer Sheet

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| 1. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 18. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 35. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 2. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 19. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 36. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 3. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 20. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 37. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 4. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 21. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 38. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 5. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 22. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 39. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 6. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 23. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 40. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 7. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 24. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 41. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 8. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 25. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 42. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 9. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 26. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 43. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 27. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 44. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 11. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 28. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 45. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 12. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 29. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 46. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 13. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 30. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 47. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 14. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 31. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 48. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 15. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 32. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 49. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
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Chapter 10

# Practice Test Answer Sheet

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| 1. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 18. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 35. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 2. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 19. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 36. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 3. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 20. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 37. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 4. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 21. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 38. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 5. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 22. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 39. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 6. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 23. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 40. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 7. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 24. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 41. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 8. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 25. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 42. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 9. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 26. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 43. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 27. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 44. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 11. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 28. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 45. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 12. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 29. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 46. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 13. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 30. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 47. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 14. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 31. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 48. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 15. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 32. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 49. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 16. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 33. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 50. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ |
| 17. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | 34. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ | |

If there's scholarship money to be had, you'll find it with us!
PETERSON'S®
SCHOLARSHIP SEARCH
$10+ billion
available in scholarship awards
1.9+ million
scholarships, grants, and fellowships
4,000+
scholarship providers
START YOUR FIRST SEARCH TODAY!